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ABSTRACT

This document contains an overview of the Far West Laboratory (FWL) model for Experience-Based Career Education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 446 and CE 018 449.) Divided into seven sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the FWL model by explaining the following elements: basic approach; program components; learning plan development; career planning; community resources; certification of learning; group experiences; staff roles; program requirements; and adaptions of the model. Section 2 presents the core program goals organized into three broad categories: career development, basic skills, and life skills. Section 3 contains the "Student Program Walk-Through," which illustrates the type of education experiences provided for the individual student. Section 4 describes the "Career Orientation Guide," which helps the students become acquainted with resource persons and their organizations. Student projects, a primary outcome of the FWL/EBCE program, are explained in section 5. Guidelines for preparing the student project plan are presented in section 6 along with suggested project ideas. Finally, section 7 contains sample student forms which are used in entry assessment, program planning, progress monitoring, and credit assignment. (BM)

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OVERVIEW AND STUDENT ACTIVITIES FOR THE FAR WEST MODEL

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN, Superintendent

DEPARTMENT OF ADULT VOCATIONAL AND TECHNICAL EDUCATION

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EXPERIENCE-BASED CAREER EDUCATION

FAR WEST LABORATORY MODEL

The enclosed materials are excerpts of student-oriented activities from the Far West Laboratory model. These activities may be helpful to teachers who are interested in exploring ways to have students become involved in experience-based career education.

PROJECT STAFF

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EXPERIENCE-BASED CAREER EDUCATION

Although Experience-Based Career Education (EBCE) is a fairly new program, the concept behind EBCE is older than the formal school setting. At one time, the community was the school. EBCE seeks to re-establish that vital interaction between youth and working adults and the correlation between the classroom and the community.

EBCE goals are accomplished through a "blending of academic, vocational and general education into a total learning program. Learning activities in the community are integrated with classroom activities."

Through an individualized program, EBCE students gain hands-on experience with actual job tasks in a variety of community occupations. Students gain knowledge in a broad range of subjects as they confront real work situations in the community.

Although EBCE emphasizes general rather than specific job skills, students learn to appreciate the relationship between those job skills and academic subjects. They not only learn subject matter but the application of that subject to the world of work.

Through carefully planned, supervised, and evaluated "community classroom" experiences students explore new dimensions of themselves. They learn about potential careers and how to make informed career decisions.

In EBCE, the role of adults, both community participants and EBCE staff, is to:

- Help students become adults;
- Help students learn HOW to learn;
- Help students think for themselves;
- Help students make decisions and solve problems;
- Help students work with others;
- Help students keep their commitments; and
- Help students seek guidance and assistance when they need it.

A variety of adults in the community with diverse backgrounds and expertise act as colleagues in the educational process, serving as models and sharing their skills and knowledge with students.

Four Models. In 1971 Sidney P. Marland, former U.S. Commissioner of Education called for the development of alternative but comprehensive career education models that could be further developed and implemented by education agencies. Through the United States Office of Education (USOE), the following four career education models were developed:

- School Based Model
- Employer Based Model
- Home-Community Based Model
- Residential Based Model

The Employer Based Model became what we now call Experience-Based Career Education.

In 1972 the National Institute of Education (NIE) selected the following four educational laboratories to develop and test pilot versions of Experience-Based Career Education in different areas of the country:

- Appalachia Educational Laboratory (AEL)
  Charleston, West Virginia Demonstration Site: Charleston, W.V.
- Far West Laboratory (FWL)
  San Francisco, California Demonstration Site: Oakland, CA.
- Northwest Regional Educational Laboratory (NWREL)
  Portland, Oregon Demonstration Site: Tigard, Oregon
- Research for Better Schools (RBS)
  Philadelphia, Pennsylvania Demonstration Site: Philadelphia, PA

Although the four Laboratories applied different strategies in developing their own versions of EBCE, they had to work from a set of common guidelines. The programs were:

- To be individualized,
- To extensively involve people and facilities in the community in the development and operation of the programs, and
- To provide a balanced program of academic and occupational learning for a cross section of high school students.

In June, 1973, EBCE had its first graduates. Since their inception, the four educational Laboratories have developed a number of common characteristics:

- An organizational structure involving people and facilities in the community as a principal resource for student learning and program development;
- A method for identifying and analyzing learning activities available for students in the community;
- Assessment procedures to identify and update student interests and abilities as a guide for program planning and individualization;
- Combinations of the roles of teacher and counselor, including some sharing of these roles with community participants;
- Program activities to provide students with opportunities to explore different career areas toward student clarification of career choices and needed preparation; and
- Guidance and instructional activities to help students acquire competencies in dealing with problems and decisions of adult life.

EBCE differs from most alternative secondary school programs because it emphasizes balanced academic, personal, and vocational development with career related activities for all students. The career emphasis also differs from existing vocational programs in the following ways:

- Emphasizes career exploration, with site and job rotation, in place of single work experience;
- Emphasizes the development of general rather than specific career skills;
- Targeted to all students;
- Combines academic and personal learning objectives with community experiences;
- Allows students a major role in developing their own learning objectives

EBCE in Illinois. The Illinois Office of Education, Department of Adult, Vocational, and Technical Education, was the recipient of two federally funded EBCE projects, one through United States Office of Education (USOE) and the other through the National Institute of Education (NIE). The USOE project involved these three (3) local districts of varying sizes and student enrollments; Sycamore, Joliet, and Decatur, in implementing, evaluating, demonstrating and disseminating EBCE. Through the NIE contract, Illinois was involved in developing a plan for implementing EBCE statewide.

The following materials present an overview and student activities of one of the EBCE models. As a person who may be interested in EBCE, the enclosed materials will be helpful to you in becoming familiar with some of the essential components of the model. The intent of these materials is not to give you a complete understanding of the EBCE model but to highlight some of the important features of the model and to have you engage in some of the activities which students would have to complete as part of their EBCE program.

NOTE: THE INFORMATION IN THE FOLLOWING ACTIVITIES INCLUDE MATERIALS DEVELOPED FOR THE EBCE MODEL BY THE EDUCATION LABORATORY.

SECTION ONE

EXPERIENCE-BASED CAREER EDUCATION: FAR WEST LABORATORY MODEL

Basic Approach

The basic learning approach of the Experience-Based Career Education (EBCE) model of the Far West Laboratory (FWL) focuses on the "individualized student project." Through projects, students learn by planning, questioning, doing and evaluating their own experiences and performance. Students learn through an inquiry process by: a) identifying important questions and appropriate resources, b) working with people in the community supplemented by related reading, c) analyzing what they do and learn and d) synthesizing the results in written or other products and through individual and group discussions with staff.

Students who complete the FWL/EBCE program should be:

1. "Turned on" to learning: students should view every situation and every human contact as an opportunity to learn something.

2. Planful: students will be planful not only about their long-range futures, but about what they want to do and achieve each week.

3. Self-reliant: students will be able to set their own goals; plan activities; manage their time and other resources; work independently; recognize when they need help and seek it; evaluate their own behavior and learn from it; and accept the consequences of their own decisions and actions.

4. Capable of interacting with adults as equals: students will know what is expected of them as adults; able to communicate on an adult level; able to make and keep realistic commitments to others and to have reasonable expectations of others.

5. Capable of making realistic and satisfying career choices: students will be more informed about career options and requirements and more aware of their own values, needs, goals, strengths, and limitations.

6. Independent learners: students will be able to identify what is worth learning; identify and use effective sources and methods of acquiring information; and analyze, evaluate, and incorporate new information into their own knowledge and experience base.

Program Overview

The completion of student projects are a primary outcome of the FWL/EBCE program. Students spend from 20 to 80 percent of their time in the community in one-to-one and small group interactions with volunteer resource persons.

Each project must include the following three core curriculum components: a) Career Development--career awareness and self-development; b) Basic Skills--reading, writing, oral communications and computational skills; and c) Life Skills--interpersonal, inquiry, problem solving and decision making. Community resource sites are analyzed for learning potential in these three areas as well as for conceptual and technical content.

Based on the core curriculum components and the learning potential offered by resources, staff help students work out individualized goals, objectives and activities organized in the form of a project plan. Project planning emphasizes an inquiry process, starting with the student's own questions. Project Planning Packages in five educational fields (Life Science, Physical Science, Social Science, Commerce and Communications & Media) provide students and staff with a convenient framework for designing projects that integrate academic and career learning. These packages provide ideas and guidelines for developing projects that blend Career development, Life Skills and Basic Skills which are acceptable for academic credit equivalent to a semester's course work.

In general, the FWL/EBCE model replaces classroom instruction in academic areas with a combination of individualized research projects and seminars, during which all students working on projects in a given field broaden their knowledge of the subject by sharing their research with one another and discussing concepts, issues, methods and recent developments in the field. Through experience-based projects and seminar discussions, academic learning and career exploration become integral parts of the same experience.

Other strategies--independent study using programmed materials, tutorials, small group workshops and enrollment in regular high school or community college courses--are among the options available to students and staff in building comprehensive learning programs to meet individual student needs and interests. Whenever possible, these supplementary activities are made an integral part of the students' projects.

Learning Plan Development

FWL/EBCE has procedures to facilitate the planning and implementation of learning programs based on each student's interests and needs. These procedures are aimed at individual student growth in Basic Skills, Career Development and Life Skills.

Entry assessment is completed during the student's orientation to the program. Then the student and learning coordinator formulate a long-term plan, which focuses on how the student will accomplish the goals laid out in the plan. With help from staff the student selects learning strategies, begins visiting resources, may enroll in classes or "tutorials" at the learning center and, most significantly, begins project planning. Project Planning Packages provide students and staff with a convenient framework for designing projects that integrate academic and career learning. Each package unites a study area such as social science with

associated careers. It includes goals, relevant concepts, issues and topics, sample projects, a list of available resources and suggested readings.

Using the project format, students specify questions they want to answer, goals they intend to achieve, resources and activities needed to carry them out and how they intend to demonstrate the achievement of their goals. Student progress, needs and interests are continually reassessed and the student is involved in replanning as necessary.

Career Planning

Because of the integrated nature of the three curriculum components (Basic Skills, Life Skills, Career Development) in all student learning activities, career planning and decision making are a recurring focus of student work. During their orientation to the program, students are introduced to a process of career planning and decision making that starts with learning about their own interests, strengths, weaknesses, likes, dislikes and values and recognizing that these may change with further education and experience.

Students are then helped to plan activities and gain experiences in EBCE to test their knowledge of themselves as well as to learn more about careers. They learn to analyze careers not just in terms of duties, requirements and rewards, but in terms of the effect on one's lifestyle and congruence with one's values. In individual and group sessions, students are led to evaluate their experiences with resources in terms of what they have learned about themselves, and to identify what they like and dislike about the career they have encountered. Students continually reconsider their interests and personal goals and seek additional information and experience to aid their decision making.

While firsthand exploration and testing of expressed interests and goals are emphasized, students are encouraged to use other sources of information (e.g., interest and aptitude inventories and published occupational information) to identify latent interests or skills and select career areas to explore.

Community Resources

The FWL/EBCE model seeks to involve both individual volunteer resource persons and commitments from resource organizations. The goals are to recruit individuals eager to work with students on a one-to-one or small group basis. Whether an arc welder or lawyer, printer or biologist, the resource person's primary role is to help students become adults, learn how to think for themselves, make responsible decisions, relate maturely to others and plan and carry out their own learning projects.

The relationship between resource person and student is voluntary on both sides and is defined by a set of maturely understood expectations and consequences. Its scope, objectives and duration are negotiable--depending on the resource person's availability and the student's educational needs and interests.

Learning sites are developed through informal but probing interviews. Program staff work with resources to identify a range of learning activities the resource person can offer students to expand their career and self knowledge, apply their basic skills in real life situations, investigate topics or issues of interest and acquire conceptual and technical knowledge in academic and career areas. Learning activities are tailored to the resource person's interests, expertise, work and schedule. Students and resource people may be engaged in activities at the following levels:

1. The orientation level (1-9 hours) allows the student to become acquainted with resource persons and their organizations and discover what can be learned there--or simply to supplement research on a project where the student is more intensively involved with other resource people. Students must plan their orientation visits by identifying questions they will seek to answer on a project sketch, which may or may not lead to a full-fledged project.

2. The exploration level (10-39 hours) provides students with sufficient exposure to career/subject areas so that they learn basic concepts and processes used in the field; can evaluate the area in terms of their own interests, values, and abilities; and can reasonably decide whether to seek in-depth experience to acquire specialized knowledge or skills proficiency. The students are involved in the following types of activities: accompanying resource persons as they go about their tasks, interviewing people in the organization; learning about horizontal and vertical relationships between persons and functions; selecting a particular problem for research or study; reporting and discussing their findings and impressions; gaining limited hands-on (minds-on) experience in representative tasks or problems; reading supplementary material; viewing films; and pursuing related studies.

3. At the investigation level, which may last from 40 hours to a full school term, students can focus on indepth research or on mastering selected career or academic skills. At both the exploration and investigation levels, students must work with their resources and learning coordinator to develop a project plan specifying what they will do and learn, performance and products expected, deadlines, evaluators, and evaluation criteria. Students are encouraged to use more than one resource for a project whenever possible. Students are involved in project activities at both the exploration level and the investigation level.

Students choose from among a broad range of jobs and careers (sites) for orientation, exploration and investigation activities. Whatever the focus of their project work, the Project Planning Package provides an annotated list of already developed resources. If different or additional options are desired, other sites can be recruited and added to the network, either by the student or by program staff.

Students may work with as few as three or as many as ten or more resources during a school term, depending on the number and type of projects planned. Students are required to explore a minimum of occupations each year they are in the program.

Certification of Learning

Students are not required to complete a standard number of projects; rather the number, scope and depth of student projects may vary widely depending on student interests, needs and abilities. The guidelines and criteria provided in Project Planning Packages enable school districts to translate EBCE activities into credit for standard high school subjects. When constructing their project plans, students indicate the type and amount of credit planned, subject to the approval of their learning coordinators.

Each completed project is evaluated by learning coordinators, resource persons, skills specialists and any other designated certifiers. When a project is successfully completed, credit is assigned in the subject area designated and entered on the official transcript. Other EBCE activities such as workshops, tutorials and seminars also yield academic credit upon successful completion and evaluation.

Rating scales and checklists are used to monitor students' progress toward and completion of EBCE competence requirements in reading, writing, quantitative skills, oral communications, career decision making and career awareness. The learning coordinator certifies students' competence in each area based on observation, evaluation of productive work and verification from resources, tutors and other EBCE staff.

Group Experiences

The following group experiences are incorporated into the FWL/EBCE program to expand learning and peer group interactions:

1. Advisory groups (meet 2 or 3 times a week for a total of 3 hours) are comprised of approximately 12 students assigned to a particular learning coordinator, have planned activities to help students become better project planners and problem solvers, more skillful decision makers and able to relate to others more effectively.

2. Project seminars (twice a month) are designed to assure that students pursuing separate projects in a common field of academic study (such as Life Science or Social Sciences) can share their questions, issues, problems and experiences in order to broaden their understanding of the field.

3. Workshops are conducted as needed for students with common needs or interests. Workshops help students prepare for employment interviews, college entrance examinations, job seeking, resume writing, etc. Small group workshops may also be used in place of tutorials for instruction in basic skills, foreign language, advanced math, etc.

4. Group projects enable students to combine their interests and skills in planning and carrying out a project with shared objectives.

Staff Roles

Experience has shown that FWL/EBCE can be staffed at the same staff/student ratio as is used in a comprehensive high school program. While staffing patterns vary from district to district, the following staff functions are necessary:

1. The Program Director is the EBCE administrator and overall manager of the instructional system. The Program Director supervises the operation of the EBCE instructional system, recruitment and development of resources, planning and coordination of student programs and projects, the management and use to supplementary learning activities, the documentation of students' plans and progress, and the assignment of credit for completed student work. The director makes an assessment of program operations; provides information to interest groups; and exercise responsibility for managing program funds.

2. The Learning Coordinator (LC) has primary responsibility for helping from 15 to 30 high school students plan and carry out individual, experience-based learning programs. The EBCE student is responsible for making decisions about the course and content of the educational program. The Learning Coordinator helps students develop decision-making skills and plan purposeful and productive learning programs based on personal needs and interests.

3. The Resource Analyst is responsible for developing and maintaining the program's external resources (Resource Persons, Resource Organizations, and Community Resources) and helping students find and use appropriate resources for their individual projects.

4. The Skills Specialist is responsible for setting up the supplementary curriculum and helping students meet high school graduation, college entrance, or personal needs which cannot be met using the pool of Resource Persons and Resource Organizations.

Program Requirements

1. Student projects are a primary outcome of the FWL/EBCE program. The student projects include exploration or investigation level activities with at least one resource person or organization, related reading and at least one tangible product. Each project must also include Career Development, Basic Skills and Life Skills activities and the acquisition and use of concepts and skills of the kind identified in the relevant Project Planning Package.

2. Progress toward meeting graduation requirements, including earning at least 25 EBCE credits per semester (ten EBCE credits equal one Carnegie unit).

3. Approximately 25 to 30 hours of FWL/EBCE program activities per week, including:

   1) 50% of time spent in project activities, and

   2) 30% of time at resource sites or in community-based research.

4. Involvement in one or two EBCE workshops or tutorials and no more than one external course each semester.

5. Progress toward satisfying the following competency requirements:
   READING: Student must demonstrate that they can read, comprehend, and interpret materials and adult encounters in daily living (e.g., newspapers, magazines, income tax instructions, credit contracts, instructions for operating or maintaining equipment or household appliances, and job descriptions).
   QUANTITATIVE SKILLS: Students must show that they can employ basic computational skills in the context of everyday tasks and problems encountered by adults, such as computing interest, making change, balancing a checkbook against a bank statement, computing miles driven per gallon of gasoline, constructing a budget, and computing income tax.
   ORAL COMMUNICATIONS: Students must demonstrate the ability to listen and communicate effectively in work situations, showing that they can organize and present ideas or solutions to problems, give informative answers to questions, comprehend and give directions, and listen effectively.
   WRITING: Students must demonstrate the ability to write an acceptable prose report or essay of at least 250 words. The writing will be judged for sentence structure, spelling, grammatical correctness, punctuation, clarity and organization.
   CAREER AWARENESS: Students must demonstrate that they have acquired information about an average of two jobs in each of three career fields for each year they are in the EBCE program.
   CAREER DECISION-MAKING: Students must show that they can apply principles of informed decision-making and planning in formulating post-high school career and educational goals.

Adaptations of the FWL/EBCE Model

FWL/EBCE can be installed as an alternative school or as a program within a regular school. It requires only that students be able to arrange significant (two to four-hour) blocks of time for meeting with resources in community.

School districts can implement the FWL/EBCE model in a variety of ways: a) as a part-time program for potential dropouts; b) as a full-time program for educationally handicapped students; c) to expand the academic learning potential in work experience programs; d) to enable classroom

teachers to offer experience-based learning opportunities to students in their courses; e) to add structure to existing alternative learning programs and schools; and f) to offer EBCE to community college students.

SECTION TWO

CORE PROGRAM GOALS

Activities

The following program goals are statements of what FWL/EBCE students should know or be able to do. They are organized into three broad categories: career development, basic skills, and life skills, each with two or more subheadings. The specific goals under each subheading are shown in order of priority. Core program goals are essential for all students.

1. After reviewing the Core Program Goals in the broad categories of Career Development, Basic Skills, and Life Skills, explain in writing five advantages of the FWL/EBCE approach in achieving general education goals.

2. Identify the most important goal in each of the three broad categories and write a rationale to justify your selection.

Appendix 1
EBCE Program Goals

The broad goal of the Far West Laboratory's Experience-Based Career Education (EBCE) program is to produce graduates who are equipped to function in the working world of adults. EBCE graduates should be:

- "Turned on" to learning: work at it, view every situation and every human contact as an opportunity to learn something.
- Planful: not only about their long-range futures, but about what they want to do and achieve each week.
- Self-reliant: able to set their own goals; plan activities; manage their time and other resources; work independently; recognize when they need help and seek it; evaluate their own behavior and learn from it; and accept the consequences of their own decisions and actions.
- Capable of interacting with adults as equals: know what is expected of them as adults; able to communicate on an adult level; able to make and keep realistic commitments to others and to have reasonable expectations of others.
- Capable of making realistic and satisfying career choices: more informed about career options and requirements and more aware of their own values, needs, goals, strengths, and limitations.
- Independent learners: able to identify what is worth learning; identify and use effective sources and methods of acquiring information; and analyze, evaluate, and incorporate new information into their own knowledge and experience base.

To develop these characteristics, students must develop skills and knowledge in several key areas. Program goals describing what students should learn are stated below: first in those core areas essential for all students; and second, for elective areas in which student growth is desirable and for which the program must provide learning resources and opportunities.

The goals presented below are statements of what EBCE graduates should know or be able to do. They are organized into three broad categories: career development, basic skills, and life skills, each with two or more subheadings. The specific goals under each subheading are shown in order of priority.

Core Program Goals

Career Development

Self-Development

1. The student will demonstrate awareness and understanding of his own current interests, abilities, and values relevant to career goal selection and achievement, and recognize that these may change with further education or experience.

2. The student will demonstrate self-reliance and ability to function responsibly and independently in daily activities, i.e., plan activities and manage time and other resources to accomplish goals, keep commitments to others, follow through on planned activities seeking guidance or assistance as necessary, evaluate his own behavior and performance, and accept responsibility for actions taken.

Career Decision-Making and Planning

1. The student will have a positive attitude toward planning his future education, career(s), and lifestyle.

2. The student will have integrated information about occupations and further education or training programs with information about himself.

3. The student will have demonstrated that he has made informed decisions regarding his post-high school educational/vocational plans.

Career Awareness

1. The student will have located and used information about occupations.

2. The student will know some of the factors associated with self-selected occupations that contribute to job success and job satisfaction.

3. The student will know the functions, characteristics and requirements of a broad range of self-selected occupations.

Career Entrance Skills

1. The student will have obtained information about specific employment and educational opportunities, completed application forms, taken interviews, written letters of application, and prepared a resume.

2. Those students who have tentatively selected a career area will have begun to acquire some related job-entry skills and experience.

Basic Skills

(to be demonstrated when in appropriate situations requiring the use of the skill)

Oral Communication Skills

1. The student will communicate facts, ideas, and feelings in a manner that is effective and appropriate to various situations (social, school, or work).

2. The student will listen effectively.

Writing Skills

1. The student will communicate facts, ideas, and feelings in writing so that most people can understand what was stated.

2. The student will write letters, descriptions, and reports required in daily life.

3. The student will demonstrate performance of writing skills necessary for his chosen career or continued education.

Reading Skills

1. The student will read selections from a newspaper or other popular periodical and (a) recognize the main point(s), (b) recognize the author's purpose, and (c) locate specific facts and details.

2. The student will read and comprehend materials pertaining to his area of career involvement, such as instructions, manuals, forms, parts lists, and technical articles.

3. The student will read and comprehend materials appropriate to his vocational and recreational interests.

4. The student will read selections required for educational or occupational advancement and (a) define the author's purpose and support that definition with evidence, (b) identify and explain different levels of meaning included in the selection, (c) identify biases with supporting evidence, (d) extend interpretation beyond the printed information, and (e) recognize and describe different writing styles.

Quantitative Skills

1. The student will perform arithmetic operations necessary for successful daily living, such as (a) making and receiving change, (b) budgeting. (c) banking, (d) completing tax forms, (e) doing comparison shopping, and (f) generally dealing with weights, measures, calendars, and clocks.

2. The student will comprehend and interpret information presented numerically and graphically as found in such media as newspapers and weekly news magazines.

3. The student will perform mathematical operations necessary for his chosen career or continued education.

Life Skills

(to be demonstrated when in appropriate situations requiring the use of the skill)

Interpersonal Skills

1. The student will effectively participate in peer and adult interactions based on understanding of roles and obligations; respect for individual rights and perceptions; and ability to contribute to the resolution of conflicts resulting from differing personal needs and values.

2. The student will cooperate with others as a means of attaining goals he shares.

Problem-Solving Skills

1. The student will define problems by identifying needs or discrepancies between what is and what he thinks should be.

2. The student will use a variety of sources and techniques of data gathering.

3. The student will identify or generate alternative solutions, anticipate probable consequences or costs of various solutions, and choose or combine solutions based on their desirability and feasibility.

Decision-Making Skills

1. The student will recognize decisions that need to be made, including when they must be made.

2. The student will identify and acquire information required for effective decision-making, including alternative choices or options, their possible outcomes, and the probability and desirability of these outcomes.

3. The student will identify personal values and goals which relate to the decision being made.

4. The student will choose the alternative that fits best with personal values and goals.

5. The student will accept responsibility for his decisions.

Inquiry Skills

The student will develop and expand his skills of inquiry and critical thinking including such functions as classifying, comparing/contrasting, defining, interpreting, generalizing, analyzing, synthesizing, and evaluating information, events, and ideas.

SECTION THREE

STUDENT PROGRAM WALK-THROUGH

Activities

1. The enclosed material "Student Program Walk-Through" illustrates the type of educational experiences being provided for the student Pat Rodriguez. Because much of Pat's work is completed on an individual basis in the community, there is a need to document her work. The use of forms assists both Pat and her Learning Coordinator (Mary Owens) to: a) develop a long-term plan, b) determine procedures to accomplish her plan, c) select community resources to assist her and d) document Pat's progress on the form Student Project Plan.

   After reading the enclosed information, write a one page justification for the use of forms in the FWL/EBCE program.

2. After reviewing the "Student Project Plan," identify three important uses of this form in the FWL/EBCE program.

Experience-Based Career Education	LONG-TERM PLAN

Student Pat Rodriguez — Grade Level 11 — Term Spring

Learning Coordinator Mary Owens — Planned Graduation Date June 1977

WHAT ARE YOUR CURRENT POST-HIGH SCHOOL CAREER AND/OR EDUCATIONAL PLANS? (Indicate the alternatives you are considering below)		HOW CERTAIN DO YOU FEEL ABOUT YOUR PLANS?		
		Just Thinking About It	Reasonably Certain I Will Pursue It	Very Certain
CAREER PLANS	1. Social Service work		X	
	2. Small Business Management	X		
	3. Journalism	X		
	4.			
EDUCATIONAL PLANS	1. 4 year college		X	
	2.			

DISTRICT GRADUATION REQUIREMENTS			WHEN DO YOU PLAN TO COMPLETE EACH?			
Confirmed with counselor? [X] Yes [ ] No		Credits Needed*	This Term	Next Term	Next School Yr	Other
READING	Passed Test [X] or Completed Reading Workshop [ ]					
MATH	Passed Test [X] or Completed Math Workshop [ ]					
REQUIRED COURSES	Mathematics					
	Science					
	English	5		5		
	World Studies					
	Related Social Science					
	United States History					
	Related Social Science	5		5		
	American Government	5	5			
	Related Social Science	5	5			
	Physical Education	15	5	5	5	
ELECTIVES	Spanish, Geometry, Business	40	15	10	15	
OTHER						
	TOTAL	75	30	25	20	

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file; Goldenrod - Parents *10 EBCE credits = 1 Carnegie Unit

FWL-EBCE Rev.1/76

LONG-TERM PLAN

EBCE REQUIREMENTS	COMPLETED?	DO YOU WISH TO DEVELOP THESE SKILLS OR KNOWLEDGE FURTHER?	WHEN DO YOU PLAN TO WORK ON EACH?			
			This Term	Next Term	Next School Yr	Other
1. Reading Skills	yes	don't need to				
2. Quantitative Skills	yes	yes	X			
3. Oral Communication Skills	yes	yes	X			
4. Writing Skills	yes	yes	X			
5. Career Awareness (6 careers per year)	no	yes	X			
6. Career Decision-Making Skills	no	?		X		
CAREER FIELDS YOU WANT TO EXPLORE						
Business			X			
Social service work with senior citizens				X		
Journalism					X	
SUBJECTS OR ISSUES YOU WANT TO EXPLORE						
consumer rights			X			
women's rights			X			
pollution					X	
List additional education requirements you must meet and/or skills you must acquire if you are to pursue your post high school plans (including college entrance requirements).						
Advanced Spanish (2nd year)			X	X		
Geometry			X	X		
Biology (lab science)					X	
Typing - for college term papers						summer school

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file; Goldenrod - Parents

FWL-EBCE Rev. 1/76

Experience-Based Career Education

OVERVIEW OF STUDENT ACTIVITIES

Term Spring Year 76

STUDENT | LEARNING COORDINATOR | DATE

STUDENT PROJECTS

PROJ NO.	PROJECT TITLE	PACKAGE	PROJECT PLAN APPROVED (Date)	REVISED PLAN APPROVED (Date)	PLANNED END DATE	CREDITS PLANNED		CREDITS EARNED		
						Subject	Amount	Subject	Amount	Date
1	Advertising and the Consumer	Commerce	3/15/76		6/10/76	Intro to Business	5			
						Consumer Education	5			
2	Women's Rights	Social Science				American Government	5			

OTHER ACTIVITIES

EXTERNAL COURSES	Course Title	Agency	Days & Time	Begin Date	End Date					
TUTORIALS/ WORKSHOPS	Subject	Tutor or Workshop Leader		Is Plan Complete?	End Date					
	Spanish II	Luis Torres		yes	6/5/76	Spanish II	5			
	Geometry I	Calvin Blake		yes	6/5/76	Geometry I	5			
PHYSICAL EDUCATION	List Major Activities: Gymnastics - YWCA					Physical Education	5			
	Is Physical Education Plan on file? [X] Yes [ ] No				TOTAL		30			

-18-

EWL-EBCE Rev. 1/76

Resource Person Guide

195 Jasper

Career family: III, VII

Subject area: Art, English, Economics, Business

Package: Communications and Media, Commerce

"The greatest weakness in business, whether large or small, is its inability to communicate with its particular market," says David L. Jasper, public relations manager for Popular Chemical Company. Dave Jasper's interest in communications stems from his long experience in the advertising field. Prior to his present position, he was head of the advertising department of Popular Chemical. Public relations, advertising, sales promotion, merchandising, publicity, and the techniques involved -- ranging from market studies, budgeting, media selection, ad preparation, community relations, presentations, copy writing, illustration, layout, feature articles and releases, to job-hunting skills -- are possible areas for learning activities.

RP Name: David L. Jasper

Company: Popular Chemical Company

Address: 200 Bush Street, 10th Floor, San Francisco, California 94104

Transportation: Take a B bus to San Francisco from the northwest corner of Broadway and Grand Avenue. (They run every half hour at 20 minutes after and 10 minutes before the hour.) Walk from the Transbay Terminal to Market Street. Cross Market to the intersection of Bush and Front Streets. Turn up Bush Street and walk one block to Sansome Street. 200 Bush is at the corner of Sansome and Bush.

Phone: 894-4519

Hours: 9:00 a.m. to 4:00 p.m., Monday through Friday

The ORIENTATION will last about two half-days and will cover informal discussion of possible activities and areas of study. Your interests and needs will be discussed and a schedule of activities and meetings can be arranged. As many as two or three students can work with Mr. Jasper at one time.

The EXPLORATION will take about two half-days a week for three or four weeks. Depending on your interests and program needs, you can work on current Popular Chemical public relations projects; accompany Dave Jasper to meetings and luncheons with freelance artists, writers, and photographers, with community educators, newspeople, and other persons with whom he has contact; or learn how to make motion pictures and slide presentations, conduct surveys, interview people, and write advertising copy.

The INVESTIGATION is your opportunity to develop some of the skills used in the fields of communications, advertising, or public relations. You can learn as many related skills as you desire, such as copy writing, illustrating, making presentations to community groups, marketing techniques, and merchandising. Or you can set up an advertising or public relations program -- from picking the theme to working out the budget -- for a real or imaginary business.

Suggested learning activities:

ORIENTATION

1. Before visiting Mr. Jasper, look up the career of public relations manager in the career information materials. List some questions you have about the field of public relations and what you can do and learn at Popular Chemical.

2. If you decide to do a project at Popular Chemical, arrange a schedule of further visits.

3. Discuss your Orientation experiences with your LC, including such things as:

   a. possible activities in which you can participate;
   b. your interests and program needs in relation to this RP;
   c. possible project topics;
   d. career information you have learned; and
   e. why you will or will not do a project at Popular Chemical.

4. Explain why Popular Chemical has a public relations manager and what his major tasks are.

EXPLORATION

Plan and carry out a project which focuses on or includes one or more of the following, or negotiate similar activities with David Jasper.

5. Accompany Dave Jasper to meetings and luncheons with freelance artists, writers, photographers, and other persons with whom he works on projects for his firm. Note the reasons Mr. Jasper mentions for the assignments he gives these people and the nature and purpose of what he wants them to do. If possible, arrange to observe all such meetings for one project so that you can observe how the writing, artwork, photography, and production work are planned and coordinated. Interview Mr. Jasper and others in the field of public relations and do some related reading to learn:

   a. the purpose of public relations;
   b. what a person in the career does;
   c. the skills necessary;
   d. ways of entering the field; and
   e. the necessary education and training.

   Write a report on the field of public relations based on your experiences with Mr. Jasper and your research on the nature and purpose of the career.

EXPLORATION (cont'd)

6. Assist Dave Jasper in one of his projects by doing the art work. Keep all drafts of what you do and take notes to record Mr. Jasper's comments and criticisms. Write an essay describing what you learned about producing art to serve a specific purpose and how it is used in advertising or public relations.

7. Develop a rating form to evaluate commercials on television (such as beauty product commercials or household cleaner commercials). Using the information you compile with this form, discussions with Dave Jasper and others in the advertising field, and information acquired through library research, compose a slide-tape presentation which answers the following or similar questions:

   a. What is the purpose of advertisement?
   b. How do advertisement methods and styles differ and why?
   c. What makes an ad effective?
   d. How do advertisements reflect or distort social values, behaviors, and goals?

8. Discuss your needs, interests, goals, and values in relation to a career in public relations, communications, advertising, or a related field.

INVESTIGATION

9. Set up an advertising program for a real or fictitious business, including:

   a. doing the necessary market research;

   b. doing a prospect study;

   c. studying the layout of the store, merchandising techniques, sales promotion activities, and the sales training for the clerks;

   d. selecting the media to use for your program;

   e. preparing your advertising, including:

      (1) copy,
      (2) layout,
      (3) illustration,
      (4) "continuity" (the campaign theme), and
      (5) the image or personality (of the business or owner of the business) to be projected; and

   f. budgeting -- how much the program will cost; how much the business is prepared to spend; whether the business makes enough to justify the expense; if the cost is too high, how it can be reduced; etc.

INVESTIGATION (cont'd)

10. Set up a public relations program for a real or fictitious business, including:

    a. deciding what you hope will be the outcome of the program;

    b. specifying the techniques to be used:

        (1) media contact,
        (2) news releases,
        (3) community activities,
        (4) printed materials,
        (5) photographs, and
        (6) the theme; and

    c. preparing public relations copy acceptable for actual release and coordinating the completion of the art and production work by freelancers (with the assistance and supervision of Mr. Jasper).

Related reading; information sources:

See the RO Guide on the Advertising Department of the Paul Hubbard Company (Corporate Offices). Mr. Jasper can suggest reading related to your project.

NB:aw
1/31/74

Resource Organization Guide

916 The Sign Newspaper Group

Career family: V

Subject area: Journalism, English, Spanish

Package: Communications and Media

The Sign Newspaper Group is made up of six separate newspapers, each of which serves a specific community. *Ciudad* is the Sign's bilingual publication and here you have the chance to brush up on your Spanish. The other five newspapers are *The Oakland Sign, The Berkeley Sign, The San Francisco Sign, The Richmond Sign,* and *The Seaside Sign* (which serves the Monterey community). The Sign Group provides a unique look at all phases of newspaper work and represents a new and different approach to the news media.

Students who want to get involved with the Sign Newspaper Group will find the entire range of newspaper production available to them, including work with the classified ads, the circulation department, news reporting, layout and paste-up, photographic work, editing, writing, and graphic arts.

A. Michael Antanella is the managing editor and your contact at the Sign Newspaper Group. He will arrange for you to work with other people at the newspaper depending on your interests.

RO Name: The Sign Newspaper Group

RO Coordinator: A. Michael Antanella, Managing Editor

Address: 630 - 20th Street, Oakland, California 94612

Transportation: The Sign's offices are within walking distance of the school; or take an AC Transit bus down Broadway to 20th Street, then walk north one block.

Phone: 763-1120. Please do not call on either Friday or Tuesday. Those are the days before the paper comes out and the staff is busy meeting their deadlines.

Hours: 9:00 a.m. to 5:00 p.m. daily

The ORIENTATION, for individuals and groups, will be with Mr. Antanella. He will discuss newspaper work with you; answer questions you have about layout, editing, writing, how assignments are made, and requirements for careers; introduce you to the staff; let you observe people putting together the latest edition; and take you on a tour of the offices. The best day for the Orientation is Wednesday and it will probably last about three hours.

The Sign Newspaper Group

In the EXPLORATION you can work in a particular department of your choice, or you and Mr. Antanella can arrange activities that will enable you to spend time circulating from one department to another. You can assume responsibility for an assignment of your own -- doing artwork, reporting or photographing a story -- or assisting one or more members of the staff.

In the INVESTIGATION you will be able to focus your interest on one particular aspect of newspaper publishing: reporting, photography, editing, layout and paste-up, graphics, circulation and advertising sales, or management. You will do this by selecting which area you would like to concentrate on and arranging a schedule of activities with Mr. Antanella and the appropriate staff members. You will work in that department alongside the regular staff and will be responsible for various tasks and assignments during your Investigation with the paper.

Suggested learning activities:

ORIENTATION

1. Prepare for the Orientation by listing some of the questions you have about newspaper journalism and what you can do and learn at the Sign offices.
2. Discuss your Orientation with your LC, including:
   a. which communities are served by the Sign Newspaper Group;
   b. the kinds of news covered by *The Sign*;
   c. possible activities in which you can participate at the Exploration and Investigation levels; and
   d. career information you have gained about the newspaper industry.
3. Decide whether to do a project at this RO and discuss your reasons with your LC.

EXPLORATION

4. If you decide to do a project at the Sign Newspaper Group, discuss possible project topics with your LC and the RO Coordinator.
5. Write a series of articles on a topic of your choosing, such as the energy crisis, juvenile civil rights, or some other topic of personal interest. Keep your drafts of each article so that you will have a record of how your writing changed and improved.
6. Help your RP put one edition of *The Sign* "to bed."
7. Do the layout and paste-up for one edition of *The Sign*.
8. Do all the photographic work for an assignment given you by your RP, including taking, developing, and printing the photographs.

INVESTIGATION

9. Design a full-page ad, including making drawings and setting up type faces.

10. Accompany news reporters to news scenes; assist them in interviewing and fact-finding; and write several articles for publication.

11. Accompany the photographers to news scenes; take, develop, and process your own photographs; compose captions for them; and suggest their layout with the accompanying article on the page.

12. Assume responsibility for your own newsbeat, such as the high school scene or your own community. Prepare regular articles or a series of photographs for the paper reporting newsworthy events on your beat.

Related reading; information sources:

James MacDonald at *The Community Dispatch*
Atlantic Rotaprinting
Tim Schneider at *The Oakland Barb*
The South American Library (a CR) for students interested in Spanish credit
Newsman's English by Harold Evans (available at the public library)

DSC:lm
3/14/74

622 Better Business Bureau

Community Resource Guide

Career family: III, V, VIII

Subject area: Business Education, Economics, Sociology, American Government

Package: Commerce, Social Science

The Better Business Bureau has been in existence for about 60 years. The Bureau provides a service to consumers and businesses by maintaining membership files on each business choosing to register with the Bureau. Such businesses provide information to the Bureau about type of ownership (sole proprietorship, partnership, or corporation), length of time in business, name and address of the owner, nature of the business, and products and services. If a consumer calls to register a complaint against a business, the details of the complaint and its outcome are recorded and filed with the registration form. This information is open to the public by telephone inquiry or personal visit. The Bureau administers two basic programs: a consumer education and an arbitration program. If you would like information about anything related to consumerism, the Better Business Bureau can provide you with it. If you have a grievance against a business, you can file a complaint by filling out a form, submitting it to the Bureau, and taking it before their arbitration panel for out-of-court settlement. The panel consists of 30 to 40 business volunteers.

The Bureau has many pamphlets and other printed materials you can obtain on request. If you would like additional information, visit the Bureau and talk with one of their consultants.

CR Name: Better Business Bureau

Address: 1850 Carter Street, 6th Floor, Oakland, California 94612

Transportation: Take a #60 bus to 18th and Carter. Walk half a block south.

Phone: 848-6600

Hours: Monday through Friday, 10:00 a.m. to 3:00 p.m.

NB:aw
2/1/74

Experience-Based Career Education

PROJECT SKETCH

Use this form to plan your resource Orientations. Obtain your Learning Coordinator's approval before visiting a resource.

STUDENT Pat Rodriguez LC Mary Owens DATE 2/8/76

I. AREA OF INTEREST *(List the specific career, subject, or issue area you want to explore as a possible project)*

consumer rights

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. What should I do if I want to complain about something I bought?
2. What kinds of ads make people buy things?
3. How much that's said in an ad is true?
4. What preparation is needed for jobs in advertising?
5.
6.
7.
8.

III. WHAT RESOURCES WILL YOU USE?

(RP)/RO/CR *(Circle one)* David L. Jasper Phone 894-4519
Address Popular Chemical Company, 200 Bush Street

RP/RO/(CR) *(Circle one)* Better Business Bureau Phone 848-6600
Address 1850 Carter Street

RP/(RO)/CR *(Circle one)* Rose's Department Store Phone 681-2112
Address 1501 Broadway (Jane Clark, Advertising Manager)

OTHER RESOURCES *(Give name of person or title and author of books, articles, etc.)*
Consumer Reports

I HAVE READ THE RESOURCE GUIDE(S) [X]Yes [ ]No If not, give reasons:

APPROVED BY LC Mary Owens DATE 2/8/76

LC FOLLOW-UP

[X] The student has decided to do a project in this interest area.

[ ] The student has decided not to pursue this interest further because:

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES.

Distribution: Original (White) - LC/files; Yellow - Student; Pink - Resource Analyst

FWL-ERCE Rev.1/76

Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT Pat Rodriguez PROJECT NO. 1 PACKAGE Commerce

LC APPROVAL Mary Owens DATE 3/15/76 DATE PROJECT STARTED 2/8/76

TECHNICAL ADVISOR(S) *(If any)* David Jasper

I. PROJECT DESCRIPTION

A. *Title* Advertising and the Consumer

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. Introduction to Business	5
	2. Consumer Education	5
	3.	

B. *Theme* *(Please give a brief description of your project)*

I plan to learn some of the purposes and techniques of advertising; to study the effect of advertising on the buying habits of myself, my family, and my friends; and to learn what a consumer can do if he feels that a product was falsely advertised or is defective.

C. *Questions to be Investigated:*

What is the purpose of retail advertising? Do all stores and companies advertise for the same reasons? What happens from the time an idea is thought of until an ad is printed? How often do most people buy products because of an advertisement? How do ads get people to buy things? Do (can) most products live up to their advertisements? What can a consumer do if he feels a product has been falsely advertised or is defective?

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	Initials	Date	End-of-Term Review	Initials	Date

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STUDENT PROJECT PLAN | Page 2 of 5

II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits (Identify resources already visited for Orientation)

Resource Name	Address	Phone	RP	RO	CR	Hours Spent
David Jasper	Popular Chemical Co. 200 Bush Street	894-4519	X			2
Better Business Bureau	1850 Carter Street	848-6600			X	1
Rose's Department Store Jane Clark, Ad Manager	1501 Broadway	681-2112		X		3½

B. Planned Visits (Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)

Resource Name	Address	Phone	Acty Level*			RP	RO	CR	Est. Hours
			O	E	I				
David Jasper	Popular Chemical Co. 200 Bush Street	894-4519		X		X			30
Better Business Bureau	1850 Carter Street	848-6600	X					X	3
Service Corps of Retired Executives (SCORE)	Small Business Admin. 450 Gilman Avenue	556-4824	X					X	8
Rose's Department Store Advertising Department	1501 Broadway	681-2112		X			X		10

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research (Give Titles and Authors)

The Hidden Persuaders by Vance Packard

Advertising Age magazine

Reality in Advertising by Rosser Reeves

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See Resource Guides. Some sites require special insurance, health certificates, etc.)

A. Prequisites Make a reservation for the SCORE workshop.

B. Materials or Equipment

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits 57½ Hrs. Product Production 40 Hrs.

B. Reading 10 Hrs. Other (specify) 45 Hrs.
Consumer survey of family and friends - 15 hours
Research for advertising program - 30 hours

TOTAL HOURS 152½

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT 5/5/76

PLANNED PROJECT COMPLETION DATE 6/10/76

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Student Pat Rodriguez LC Mary Owens Project Title Advertising and the Consumer

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
GOAL 1: Understand the purposes and develop some techniques of advertising.					
a. Plan an advertising campaign for a small business (the RP will help me pick the business) including preparing the budget.	4/10	David Jasper			
b. Develop the advertising program, including writing advertising copy and doing the layout and illustrations.	6/10	David Jasper			
c. Same as Indicator c for Goal 2.					
GOAL 2: Recognize some of the techniques often used in advertising and know how to use them for my program.					
a. Explain orally how to analyze the characteristics of my potential market (age, sex, lifestyle, etc.) and the needs and motivations of the business' customers in order to gear the style and content of my advertising program to them.	2/30	David Jasper	2/27	DJ 1	Pat has a good grasp of the principles of market research and is perceptive in identifying the hidden message in ads.
b. Explain five advertising techniques such as testimonial, appealing to impulse, appealing to needs such as power and sex appeal.	2/30	David Jasper	2/27	DJ 1	
c. Submit a formal report of my market research.	3/20	David Jasper	3/24		

(continued on next page)

AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

FWL-PMCT Form 1 '76

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INSTRUCTIONS FOR COMPLETING
THE LAST PAGE(S) OF YOUR PROJECT PLAN

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Student Pat Rodriguez LC Mary Owens Project Title Advertising and the Consumer

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
d. Explain orally the goals of my advertising program and the techniques it will use.	4/10	David Jasper			
e. Photograph the store before and after my program has been initiated to record changes in the store layout and merchandise displays. Explain why I made the changes I did and how I anticipate the customers will be affected by them.	5/30	David Jasper			
GOAL 3: Understand how the average consumer is affected by advertising.					
a. Analyze, in a written report, the results of a survey of a sample of 15 people, including my family and friends, to determine what locally and nationally advertised products they buy, how frequently they respond to advertised sales, how often they buy items other than those on sale, and what they respond to in an advertisement.	6/5	David Jasper			
GOAL 4: Know where a consumer can turn if he has a complaint about an advertised product.					
a. Explain briefly in the Commerce Project Seminar the steps a person should take when he wants to complain about a defective product or misleading advertisement.	5/30	Package Coordinator			

(continued on next page)

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

INSTRUCTIONS FOR COMPLETING THE LAST PAGE(S) OF YOUR PROJECT PLAN

TO THE STUDENT:

1. Your Project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Student Pat Rodriguez LC Mary Owens Project Title Advertising and the Consumer

Goals and Indicators	For Indicators.		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
GOAL 5: Know the advantages, disadvantages, and requirements of the careers of advertising manager and copy writer.					
a. Evaluate orally the careers of advertising manager and copy writer in terms of my own values, goals, and interests.	6/5	Mary Owens			
b. Describe orally what I would do after high school if I were to prepare myself to enter each of the above careers (training and education necessary, skills I would have to improve or acquire, where I would have to live, etc.).	6/5	Mary Owens			
GOAL 6: Learn how to effectively advertise my own skills.					
a. Develop a resumé which includes my experience in advertising and explain why each item is included.	6/5	Mary Owens and David Jasper			

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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INSTRUCTIONS FOR COMPLETING THE LAST PAGE(S) OF YOUR PROJECT PLAN

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

Experience-Based Career Education	COMMERCE PACKAGE GOAL CHECKLIST
STUDENT'S NAME *Pat Rodriguez*	DATE *3/15/76*
PROJECT TITLE *Advertising and the Consumer*	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [X] reading [X] listening [X] observing *Communicating Information* [X] writing [X] speaking [X] innovating
2. PROBLEM-SOLVING	*All elements*	[X] define the problem or issue [X] identify sources of information [X] use appropriate methods for gathering data [X] organize the information obtained [X] evaluate proposed solutions
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[X] a. investigate two careers in terms of: [X] roles and function of employee [X] relation of career to other careers [X] qualifications for entry [X] working conditions, rewards, benefits [X] current and projected demand [X] union or professional affiliations [X] effects of job on lifestyle [X] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [X] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

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COMMERCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from Goal 4, 5, or 6, or you can combine elements from each as long as you select five altogether.

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. ECONOMICS	*At least five elements or five comparable elements*	[ ] resources [ ] production [ ] distribution [ ] money [ ] property [ ] capitalism [ ] credit [ ] demand [ ] welfare [ ] taxes [ ] power [ ] labor [ ] recession [ ] poverty [ ] prosperity [ ] inflation [ ] other (specify) _____ _____ _____
5. BUSINESS EDUCATION	*At least five elements or five comparable elements*	[ ] forms of business [ ] relationship between management and labor [ ] impact on business of changes in technology [ ] economic cycles [X] business/client relationship [ ] business forecasting [ ] management skills and techniques [ ] methods of obtaining capital [ ] business values and ethics [X] sales planning and marketing [X] advertising [ ] government policies and regulations [ ] business record keeping [ ] accounting models [X] other (specify) *consumer needs/motivations* _____ _____

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COMMERCE PACKAGE GOAL CHECKLIST (Continued)

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
6. COMMERCE SKILLS AND TECHNIQUES	*At least five elements or five comparable elements*	[X] conducting surveys [X] analyzing statistical data [X] preparing a budget [X] writing business proposals or reports [ ] composing business letters [ ] operating office machines and equipment [ ] maintaining and performing minor repairs on office equipment [ ] using different kinds of filing systems [ ] posting receipts and expenses to ledgers [X] arranging displays of goods [ ] handling cash and credit transactions [X] writing advertising copy [X] illustrating advertising copy [ ] resolving interpersonal conflicts [ ] contributing to group efforts [ ] dealing with the public [ ] typing letters, memos, and reports [X] other (specify) *conducting market research studies*

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Experience-Based Career Education

WEEKLY ACTIVITY SCHEDULE

Week of _____

Enter planned activities at school and appointments with resources. Update daily.

Student Pat Rodriquez LC Mary Owens

		TIME	MORNING	TIME	AFTERNOON
MONDAY	SCHOOL	9-10	Advisory Group		
		10-11	Spanish II		
		11-12	Commerce Project Seminar		
	FIELD		Circle: RP, RO, CR	1-5	Circle: (RP), RO, CR
			Name		Name David L. Jasper
			Phone		Phone 894-4519
TUESDAY	SCHOOL	10-12	City Library for project research	1:00-2:30	Geometry I
				3-5	YWCA
	FIELD		Circle: RP, RO, CR		Circle: RP, RO, CR
			Name		Name
			Phone		Phone
WEDNESDAY	SCHOOL	9-10	Advisory Group		
		10-11	Spanish II		
		11:00-11:30	Meet with Mary Owens		
	FIELD		Circle: RP, RO, CR		Circle: RP, (RO), CR
			Name	1-3	Name Rose's Department Store
			Phone		Phone 681-2112
THURSDAY	SCHOOL	10-12	Take photographs for Advertising project	1:00-2:30	Geometry I
				3-5	YWCA
	FIELD		Circle: RP, RO, (CR)		Circle: RP, RO, CR
		9-10	Name League of Women Voters		Name
			Phone 467-8361		Phone
FRIDAY	SCHOOL	9-10	Advisory Group		
		10-11	Spanish II	1-3	Begin to design Survey questionnaire for advertising project
	FIELD		Circle: RP, RO, CR		Circle: RP, RO, CR
			Name		Name
			Phone		Phone

Distribution: Original (White) - LC/files; Yellow - student

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Experience-Based Career Education	STUDENT PROJECT CHECKLIST

STUDENT Pat Rodriguez LC Mary Owens DATE 3/15/76

	YES	NO
A. PLANS		
REQUIRED ELEMENTS OF PROJECT		
1. Has the student planned an Exploration with at least one RP or RO?	✓	
2. Has the student identified related reading?	✓	
3. Has the student specified at least one tangible product?	✓	
4. Has the student identified interim deadlines for indicators and products and a deadline for project completion?	✓	
5. Is there someone designated to evaluate each indicator and product?	✓	
6. Does the student plan to attend all related project seminar meetings?	✓	
7. Is the project related to the student's long-term plans?	✓	
REVIEW OF GOALS AND INDICATORS:		
8. Do the goals and indicators focus on the development of knowledge of skills which will be useful in other contexts?	✓	
9. Do they challenge the student to go beyond what he/she already knows or knows how to do?	✓	
10. Does the importance of the goals and indicators warrant the estimated time involved?	✓	
11. Do project goals and indicators meet minimum package goals? *(See appropriate package goal checklist.)*	✓	
12. Are all the indicators realistic, given the time and resources available?	✓	
13. Is each indicator stated in terms of observable student performance?	✓	
14. Is there a sufficient number of indicators to determine whether the student has achieved his/her stated goals?	✓	
15. Does each indicator include a performance standard?		✓
16. If not, should a performance standard be included?		✓
B. PROGRESS		
1. Have you checked the student's progress with his/her Resource Person(s)?	✓	
2. Is the student involved in activities and working on products that will allow him/her to achieve his/her project goals and indicators?	✓	
3. Has the student shown his/her Project Plan to his/her Resource Person(s)?	✓	
4. Should the student's activities be redirected so that his/her original goals and indicators can be achieved?		✓
5. Is the student pacing his/her work to complete the project by the agreed-upon date?	✓	
6. Should the student's Project Plan, goals and/or indicators be changed?		✓
7. Should the due date be rescheduled?		✓
8. Is the student participating in the appropriate project seminars?	✓	

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Experience-Based Career Education

STUDENT PROGRAM CHECKLIST

This checklist serves as a reference for reviewing a student's overall program and participation in EBCE. The Learning Coordinator may also use the checklist to bring problems to the attention of the EBCE Program Director.

STUDENT Pat Rodriguez LC Mary Owens DATE 4/5/76

	YES	NO
1. Does the student's program provide for pursuit of individual interests?	X	
2. Is the student making progress toward refining his/her long-term goals and plans?	X	
3. Is the student spending 50% of his/her time in project activities, including at least 30% of his/her time with RPs and ROs?	X	
4. Is the student working toward at least 25 EBCE credits this term?	X	
5. Is the student making satisfactory progress toward meeting graduation requirements he/she has planned to meet this term?	X	
6. Is the student enrolled in an external course? How many?_____		X
7. Have all of the student's Project Plans been approved?		X
8. Is the student working actively on all of his/her projects?	X	
9. Has a Diagnosis and Plan or other appropriate planning form been completed and approved for each of the student's supplementary learning activities?	X	
10. Is the student making satisfactory progress in supplementary learning activities?	X	
11. Has credit been assigned for projects or other work completed so far?	N/A	N/A
12. Does the student's total set of project goals and indicators include some higher level cognitive objectives (beyond recall, comprehension levels)?	X	
13. Does the student regularly attend required advisory group meetings?	X	
14. Does the student regularly attend required project seminar meetings?	X	
15. Does the student complete required program forms and reports?	X	
16. Does the student keep his/her appointments and commitments to Resource Persons and Organizations?	X	
17. Does the student meet his/her own deadlines for projects and products?	X	
18. Has the student met EBCE minimum requirements in the following areas? (If not, what is being done?)		
Reading	X	
Writing	X	
Oral Communications	X	
Quantitative Skills	X	
Career Awareness		X
Decision-Making		X

STUDENT PROGRAM CHECKLIST				Page 2 of 2
		YES	NO	DON'T KNOW
18. Is the student expanding his/her knowledge and skills in the core curriculum areas? (If not, comment below. If you don't know, confer with the student to learn his or her own assessment in these areas.)				
BASIC SKILLS	Reading	X		
	Writing	X		
	Oral Communications	X		
	Quantitative Skills	X		
LIFE SKILLS	Interpersonal Skills			X
	Problem-Solving	X		
	Decision-Making	X		
	Inquiry Skills	X		
CAREER DEVELOPMENT	Career Awareness	X		
	Self-Development	X		
	Career Decision-Making and Planning	X		
	Career Entrance Skills	X		

19. Is this student's participation in the program satisfactory to you: [X]Yes [ ]No (If yes, in spite of several negative answers above, give rationale. If not, what action do you recommend?)

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SECTION FOUR

CAREER ORIENTATION GUIDE

Activity

1. An Orientation Level activity involves one to nine hours of student participation. This activity helps students to become acquainted with resource persons and their organizations. After reviewing the Career Orientation Guide, select a resource organization and a resource person in the organization. Complete all of the activities in the Guide and discuss your findings with the resource person to verify the accuracy of the information you have recorded.

Item 28

CAREER ORIENTATION GUIDE

Resource Site

Career Investigated

Project Number

Date

Student

Learning Coordinator

experience-based career education

INTRODUCTION

An Orientation visit to a resource site helps you become more aware of the kinds of jobs that are available within a career or subject area, how these jobs affect one's life, and how they compare with your own interests, abilities, and ambitions. To do this, you will have to observe and ask questions of the resource and other workers at the site. This Guide will help you ask appropriate questions as well as provide space for recording answers and other information you may obtain during your visit. You may want to take photographs of people working at various jobs or to tape some of your conversations with individuals at the site. REMEMBER -- you should obtain permission from each person you would like to photograph or record conversations with BEFORE you take a picture or make a tape recording.

RESOURCE ORGANIZATION AND RESOURCE PERSON DATA

Name of Organization _____

Kind of Business _____

Address _____

_____

Name of RP or RO Coordinator _____

Position or Job Title _____

Telephone Number _____

1

SUGGESTED ACTIVITIES

The following activities provide guidelines which will help you collect the kinds of information you need in order to analyze and evaluate jobs at the resource site. Each activity includes either something to do or questions to be answered. You may not be able to answer every question, but you should be able to obtain most of the information requested. Some activities give you choices of things to do or ways to present your findings. You may even choose to develop your own career orientation guide.

ACTIVITY NO. 1

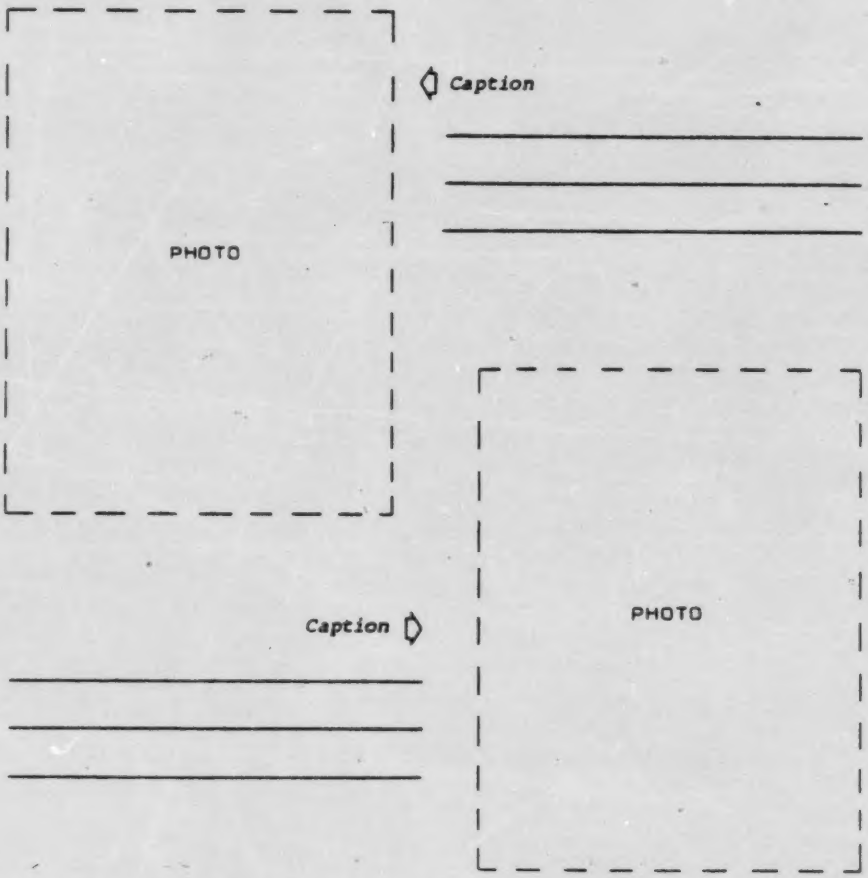
A. Discuss the organization with the Resource Person to find out its primary purpose.

B. Summarize what you learned in the space below.

MAIN PURPOSE OF ORGANIZATION

ACTIVITY NO. 1 *(Continued)*

C. (Optional) If you observe some work situations (people working at their jobs, production lines, manufacturing processes, etc.) which <u>really</u> show the purpose of the organization, you may want to use photographs as descriptive material. Take a couple of pictures of those situations, but don't forget to obtain permission <u>before</u> you take any pictures. Mount your pictures in the spaces below.



3

ACTIVITY NO. 2

Ask the resource to help you identify the different kinds of jobs that people hold in the organization. Try to obtain the most accurate title you can for each job and list it below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ACTIVITY NO. 3

A. Choose one person to observe and interview:

Name of Person _____

Job Title _____

B. Watch the person at work and get the following information (ask questions, if necessary):

	High	Medium	Low
1. *To what extent does the person's job deal with the following:*			
a. *Information*	[ ]	[ ]	[ ]
b. *People*	[ ]	[ ]	[ ]
c. *Things (tools, equipment, etc.)*	[ ]	[ ]	[ ]
2. *To what extent does the job require the person to:*			
a. *Follow definite instructions*	[ ]	[ ]	[ ]
b. *Be his or her own boss*	[ ]	[ ]	[ ]

ACTIVITY NO. 4

A. Continue to watch the person working at his or her job, ask questions, and get information which describes the KINDS of information, people, and/or things the person works with.

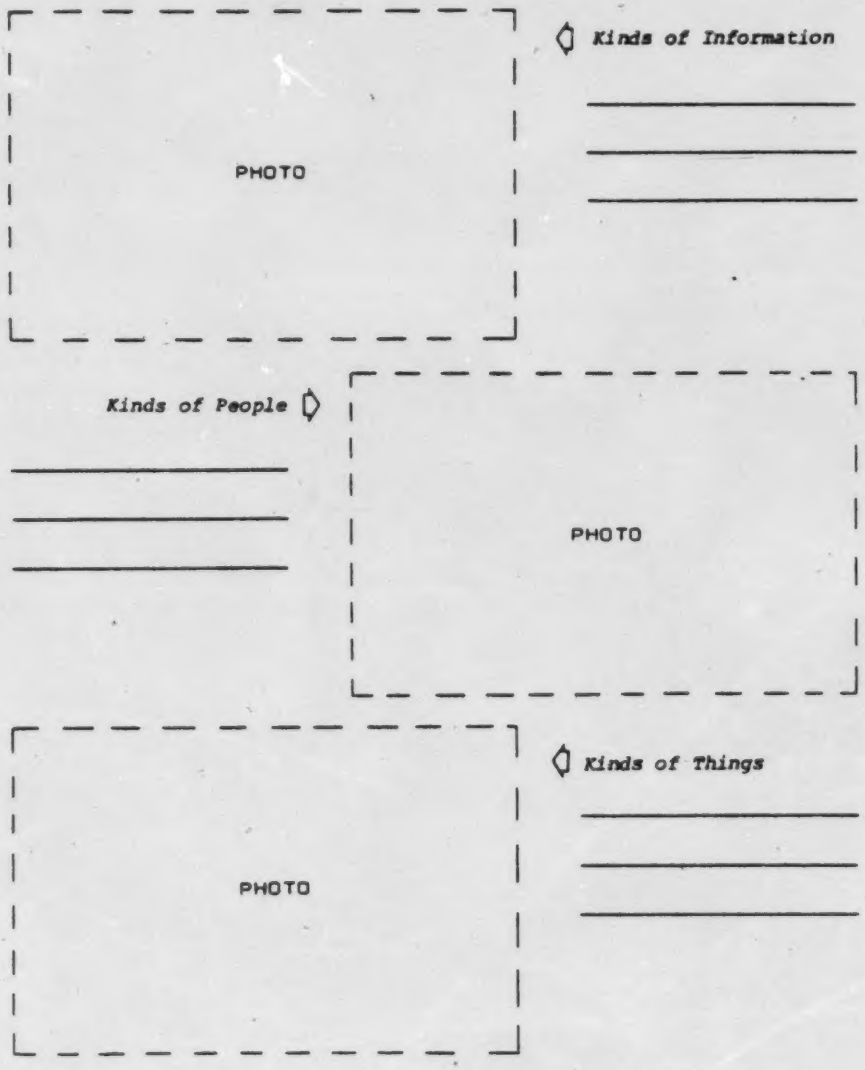
B. Prepare descriptive material. You can choose either Option 1 or Option 2 as the method of presentation.

OPTION 1: Write a detailed description of the KINDS of information, people, and/or things the person works with. Use additional sheets of paper if necessary.

5

ACTIVITY NO. 4 *(Continued)*

OPTION 2: Take photographs and/or make a tape recording for descriptive material. *Be sure to include the tape you make as part of this package.*



6

ACTIVITY NO. 5

A. What KINDS of people does the person work with? (Check the appropriate box or boxes to indicate a working relationship.)

[ ] *Fellow workers*
[ ] *Supervisor*
[ ] *Customers/Clients*
[ ] *Suppliers*
[ ] *Others (specify)* _____

_____

B. Of the kinds of people checked above, which kind does the person spend the most time with? _____

_____

Why? (For what purpose?) _____

_____

_____

C. What skills does the person use when dealing with these people? (What does he/she have to know or know how to do?) _____

_____

_____

_____

ACTIVITY NO. 6

Where and how did the person first learn to do this kind of work? (You can check check more than one item.)

[ ] *In the organization*
[ ] *In a school*
[ ] *Independently on his/her own (self-taught). How did he/she teach himself/herself?* _____

_____

_____

[ ] *Other (specify)* _____

_____

_____

_____

7

ACTIVITY NO. 7

What level or type of education or training is required to qualify for and get the job?

[ ] *University/College*
[ ] *Community College*
[ ] *High School*
[ ] *Union Apprenticeship*
[ ] *Military Training*
[ ] *Other (specify)* _____

ACTIVITY NO. 8

What subject matter knowledge does the person use in doing this job? (You can check more than one item)

[ ] *English*
[ ] *Business Administration*
[ ] *Mathematics*
[ ] *Biology, Chemistry, Physics, etc.*
[ ] *History*
[ ] *Psychology*
[ ] *Political Science*
[ ] *Foreign Languages*
[ ] *Other (specify)* _____

ACTIVITY NO. 9

Interview the person who works at the job you are analyzing and try to learn the following:

A. How long has the person been doing this type of work? _____

B. What other jobs has the person had? _____

C. What does the person like and dislike about his/her current job?

8

ACTIVITY NO. 9 *(Continued)*

D. Do the person's friends have similar careers? [ ]Yes [ ]No
If not, what kinds of careers do they have? _____

E. What hobbies and recreational activities does the person pursue?
How do they fit in with his or her work activities? _____

F. What is the person's ultimate career goal? _____

G. What does he or she think must be done to reach that goal? _____

ACTIVITY NO. 10

What demand will there be for this kind of job/career in ten years? You may be able to learn this from the person you observed on the job, but you should also research career information materials at the school or in the library. _____

ACTIVITY NO. 11

Use this page to answer other questions that you were interested in asking. (Maybe you wanted to know how the career affects the person's family life or whether he or she had once dreamed of doing something very different.) Your "answers" may be in the form of written material, photographs, tapes, or whichever way presents the information best. Caption any photographs you include. Use additional sheets as necessary.

ACTIVITY NO. 12

Review the information you gathered during your visit and job analysis and answer the questions listed below. You may (1) write your answers, (2) make a tape recording, or (3) make an oral presentation to a small group of your fellow students and your LC.

A. *What do you LIKE about the job you analyzed and why?*

B. *What do you DISLIKE about the job and why?*

C. *Would you be interested in this kind of job as a career? Why, or why not?*

D. *How would this job fit with the kind of life you hope to lead and with your personal values?*

WHEN YOU HAVE COMPLETED THIS GUIDE, TURN IT IN TO YOUR LEARNING COORDINATOR ALONG WITH ANY TAPES, PHOTOGRAPHS, AND ADDITIONAL PAGES YOU MAY HAVE.

SECTION FIVE

STUDENT PROJECTS

Activities

The completion of student projects are a primary outcome of the FWL/EBCE program. The enclosed information explains the project planning package, important goals which should be included in the project, and a sample project pertaining to "Opening a Small Business."

1. Explain in writing the purpose of student projects and indicate four ways projects help to facilitate learning in the FWL/EBCE program.

2. Sample goals for the Commerce area identify important kinds of learning which should be included in each project. Specific goals have been selected to be included in the Sample Project for "Opening a Small Business." Explain why these goals are important to the preparation of a project.

3. After reviewing the sample project "Opening a Small Business," identify two additional goal statements and indicators for achieving the two goals.

FWL/EBCE Model

PROJECT PLANNING PACKAGE

Introduction

The following information explains what a project planning package is, how it is developed, and the ways students and staff use it to carry out effective learning programs. A learning program that is experience-based, student-centered, and career-oriented departs significantly from conventional classroom curricula, and thus requires curriculum guides tailored to its unique aims. Project planning packages were developed specifically for this purpose.

Functions

A package is not curriculum, but rather a structure within which individualized curriculum can be planned and carried out in the form of projects. Each package unites under a single heading a field of study and the professional and technical careers associated with it. This synthesis enables students simultaneously to study an academic subject area, a significant issue, and a career field to meet academic needs, while satisfying individual interests and broadening career awareness.

The package is a tool used to facilitate the experience-based, personalized learning that is at the heart of EBCE. It does this in several interrelated ways:

1. It provides structure. The package is a framework within which students can make their own initial learning decisions. It helps organize areas of inquiry according to subjects, disciplines, and careers; it suggests points of entry in terms of issues, interests, and relevant and substantial questions; and it suggests optional ways of pursuing such interests or concerns in the form of sample projects.

2. It can stimulate learning. The sample project questions, descriptions of resources, and suggested activities are intended to "turn on" students by provoking thought, challenging assumptions, and whetting interests.

3. It is a key means of reinforcing the EBCE individualized planning process. Each package displays sample ideas and activities through the use of actual EBCE planning forms that lead the student through the step-by-step process of conceiving, planning, and carrying out a project. The student

sees examples of the kinds of questions he can pursue and goal indicators derived from them; and he sees examples of the kinds of activities and experiences most likely to help him achieve his purpose.

4. It makes the Learning Coordinator's job of individualizing learning easier. The package provides the Learning Coordinator (as facilitator and co-planner) with the same kind of structure and stimulus it provides students. It puts at his disposal primary learning resources (Resource Persons, Resource Organizations, and Community Resources) already assembled around relevant areas of inquiry and already analyzed for learning potential, plus a list of additional pertinent resources (such as reading and visual materials). The Learning Coordinator (LC) can use the sample projects (including goals, indicators, and activities) to help the student adopt or adapt the suggested research ideas, or to trigger ideas more relevant to the student's interests and needs. The package goals provide LC's with yardsticks for assessing student project plans and determining when they are reasonably complete and sufficient in terms of the kinds of learning outcomes desired in EBCE.

5. It helps students satisfy both EBCE and local public school learning requirements. The package goals--addressing basic skills, career development, life skills, and academic content--are intended to reflect not only EBCE curriculum goals but also district subject matter equivalencies. Basic skills focus on methods of acquiring and communicating information. Career development includes learning more about oneself--one's own interests, values, and goals--as well as learning more about careers, and acquiring skills in relating the two. Life skills are defined broadly to include both essential coping behavior (problem-solving or interpersonal skills, for example) and subject area competence (such as scientific principles or political awareness).

6. The package provides a mechanism for assigning credit based on performance. Student projects which satisfy the minimum goals of a package will receive a specified amount of credit despite variations in time required by individual students to complete their projects.

The project is the EBCE mechanism for individualizing a student's learning. In developing projects, students use a package from their own vantage point and select, focus, sequence, and use package resources according to their own particular interests and needs. Project goals, when achieved, serve as indicators that package goals have been met. The project ensures that each student is engaged in purposeful, planned, and documented learning activities, individualized according to his own interests, needs, and abilities, while at the same time aiming at broader package and program goals.

Package Career/Subject Areas

Deciding on the number of different packages needed initially and in the long run, and determining the discipline/career areas of each, is a complex process. At the beginning you may be uncertain about future needs, but remember that packages are readily expandable or divisible. The five packages developed are: Commerce, Communications and Media, Life Science, Physical Science, and Social Science. These packages can be made to encompass most subject matter/career fields. For example, the Social Science Package can be expanded by adding content goals, resources, and sample projects for the fields of history, psychology, or urban studies in addition to those provided for politics. On the other hand, when resources become sufficiently numerous, the Communications and Media Package can be broken into three parts: written

and verbal arts; media arts; and fine and performing arts.

If specific course requirements must be met, then the issue of subject matter equivalencies has to be considered when planning packages.

Adapting to Local Needs

A new EBCE staff may decide to use the five packages developed at Far West School. With relatively minor modifications to fit local conditions, the major contents of the packages--introductory material, goals, "how to" instructions for staff and students, and project ideas--can be used by any EBCE program. The local staff would need only to develop comparable resources and possibly change the sample project forms to make the packages reflect their own community.

Developing a Package

When the staff has agreed upon the number and kinds of packages to be developed (or adapted), an individual staff member should be assigned primary responsibility for producing each package. Students should be included in the early planning stages, and the experience, creativity, and expertise of the entire staff should be exploited when developing a package.

Each package contains the following essential parts:

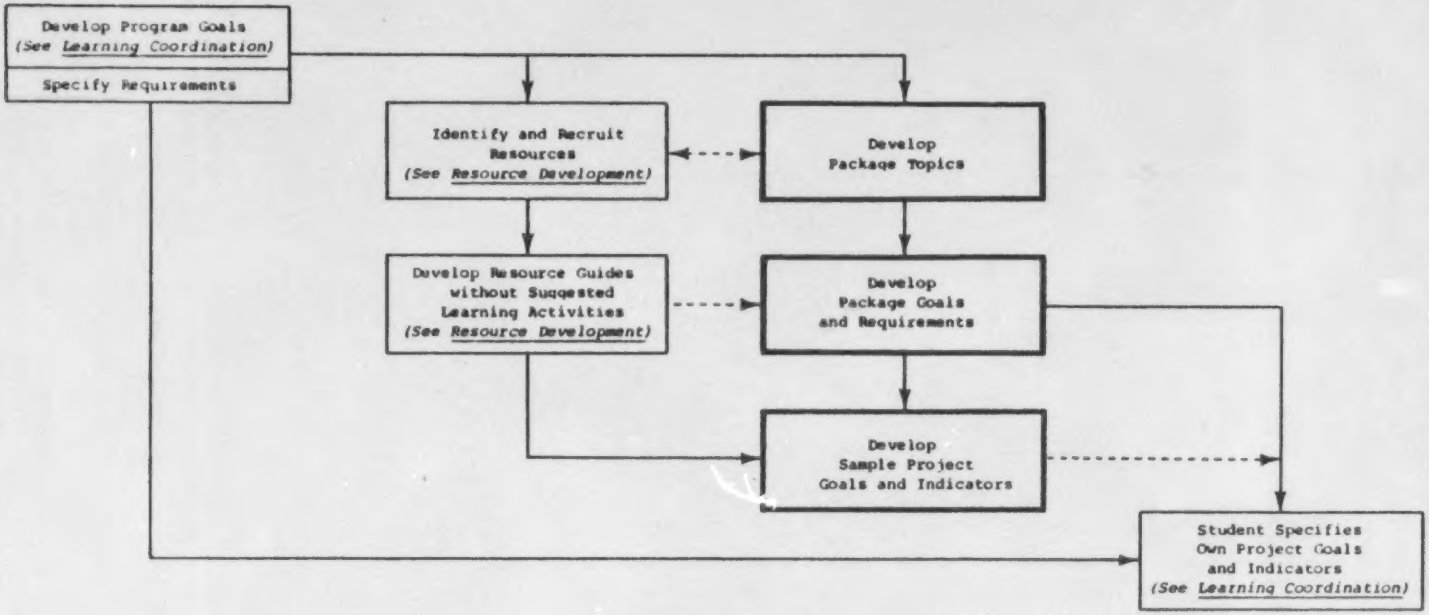
- Package goals identify the scope of the package, set minimum requirements, and identify some of the significant underlying concepts and process skills of the career/discipline area.
- Sample projects demonstrate how students can pursue their own interests while meeting minimum requirements for credit and learning those skills, concepts, and principles considered basic to the package career/discipline area. They also serve as exemplary samples of completed program planning forms (the Project Sketch and the Student Project Plan) while offering project suggestions for students to pursue.
- The annotated list of resources describes the resources available for learning activities related to the package.
- A statement about related project seminars or discussion groups explains their nature and purpose.
- Project planning guidelines, entitled "How to Plan and Complete a Project," provide guidance on how to plan projects and a reminder of the tasks involved.

Determining Package Goals

Determining goals is the most important task in developing a package. By identifying the kinds of skills and knowledge students should ideally acquire through their projects, and by setting minimum requirements for project credit, the broad goals establish the scope of a package. Exhibit 1

Exhibit 1

Developing Package Goals


Develop Program Goals
(See Learning Coordination)
Specify Requirements
Identify and Recruit Resources
(See Resource Development)
Develop Package Topics
Develop Resource Guides without Suggested Learning Activities
(See Resource Development)
Develop Package Goals and Requirements
Develop Sample Project Goals and Indicators
Student Specifies Own Project Goals and Indicators
(See Learning Coordination)

DEFINITION OF TERMS

Program Goals are broad skill or knowledge areas of the curriculum (e.g., reading, problem-solving, career awareness, or economic competence) in which students are expected to demonstrate growth.

Package Goals are a selection (or combination and further specification) of Student Outcome Objectives in terms of a particular content and career area.

Suggested Learning Activities are context- and content-specific statements in Resource Guides of desirable student learning activities and outcomes related to a particular site or resource. They are suggestions which provide only a representative sampling of potential learning outcomes possible from student interaction with the resource.

Sample Project Goals and Indicators are context- and content-specific statements of what a student could learn by completing a suggested project.

Student Project Goals and Indicators are context-, content-, and student-specific statements of what students desire to learn about and learn how to do through engaging in a self-selected set of activities with a self-selected resource or set of resources. In developing project goals and indicators, students may adopt, adapt, or add to suggested learning activities and sample project goals and indicators. Project goals and indicators must provide valid indicators of package goal accomplishment.

illustrates the process of translating program goals into package goals which are realistic in terms of available resources. Exhibit 2 summarizes the content goals of the five Far West EBCE packages.

EBCE core curriculum is concerned with student growth in three broad areas:

Applied Basic Skills	Core Life Skills
reading	interpersonal skills
writing	inquiry skills
oral communication	problem-solving
quantitative skills	decision-making

Career Development

career awareness
self-knowledge
career decision-making
career entrance skills

Every package includes goals in each of these areas as well as content goals appropriate to the subject/career area of the package. To meet package requirements and obtain minimum credit, the student's project goals must incorporate applied basic skills, life skills, and career development knowledge and skills, as well as content goals. Such a design makes it clear to students that growth in these core areas is a natural part of every project, whatever its particular content.

Besides encompassing these four areas, the package goals should adhere to the following general criteria:

- They should be stated as general instructional (as opposed to specific behavioral) objectives. They should be broad statements describing the direction in which students should grow--at different rates and to varying degrees--but which they may never fully achieve.

- They should clearly state the minimum requirements for receiving credit for a project as well as the general learning outcomes students are expected to achieve.

- They should allow students of differing levels of ability and previous study in the field to challenge the goals in a way that extends their skills and knowledge. That is, they should encourage growth in all students, whatever their starting base, rather than identical achievement.

- They should allow students to select the specific content and context (project focus and resources) and method of demonstrating learning (the produce or performance).

Goals in basic, career development, and core life skills may be standardized across packages. Content goals, which describe in general terms the kinds of knowledge and skills students should acquire by working on a project in that package, however, must be specific to the package career/discipline area.

Content goals in the five Far West packages require students to select from three to eight specific elements (concepts, theories, relationships, techniques, or processes) about which they will demonstrate knowledge or skill. The staff-developed list of content goals is never comprehensive, but rather a

Exhibit 2

Summary of Package Content Goals

PACKAGE	GOALS
LIFE SCIENCE	LIFE SCIENCES TECHNIQUES AND TERMS You should be able to identify, understand, and use the appropriate specialized skills, techniques, and terms required for an investigation in the area of biology you choose to study. LIFE SCIENCES INQUIRY The biological sciences involve the study of all living things and their physical interrelationships with one another: people, plants, and animals and their dependency on each other and their environment in order to survive as individuals and as species. These sciences include many discrete but related branches such as zoology, botany, physiology, and anatomy. An inquiry in any of the biological sciences should include some of the following activities: designing and conducting an experiment; investigating a living organism; investigating a major problem facing scientists today in the biological sciences; understanding and using biological concepts; and identifying and analyzing the interrelationship between two branches of the biological sciences.
COMMERCE	BUSINESS EDUCATION Completing a project on some aspect of business education should increase your understanding of business organization and operations, the effect of corporate policies and activities on your daily life, and the means by which citizens can influence corporate actions. You should demonstrate your understanding of them. ECONOMICS Completing a project on economics should increase your understanding of some major concepts and methods used as tools in the study of economics and expand your knowledge of your economic environment. You should understand and be able to use these concepts in analyzing an economic situation, process, or issue of interest to you.
COMMUNICATIONS AND MEDIA	COMMUNICATIONS AND MEDIA TECHNIQUES You should be able to identify, understand, and select to learn at least one of the specialized skills and techniques of an area of communications and media which interests you. Your task is to identify the techniques and skills needed in the career field you are investigating and, working with resources in the community and your Learning Coordinator, specify exactly which you wish to acquire. COMMUNICATIONS AND MEDIA INQUIRY Artists, writers, musicians, and others who spend most of their lives communicating thoughts, ideas, feelings, and information are aware of the differences between what is, what they perceive to be, what they communicate, and what other people understand of their messages. An inquiry into some form of communications should result in your better understanding communications concepts, principles, and relationships as they pertain to your area of investigation.
PHYSICAL SCIENCE	PHYSICAL SCIENCE INQUIRY The physical sciences include physics, chemistry, and numerous other discrete but related branches of science. A fundamental concept upon which all of these sciences are based is that knowledge of nature gives us a command of its potential--the relative advantages and disadvantages of its uses and their costs, benefits, and risks for humanity. Science is the organization of knowledge in such a way that the unknown is guessed at ("hypothesized") and tested until it is known. Even scientific "facts" are tested and retested to be sure they can withstand the wisdom and changing perspective of time. A project in the physical sciences should include knowledge of the major concepts in the field, the problems facing scientists today, the major values and beliefs which influence the way scientists work and scientific knowledge is used, and the interrelationship of scientific disciplines. PHYSICAL SCIENCE TERMS AND TECHNIQUES You should learn to use specialized skills, techniques, and terms appropriate to your project.
SOCIAL SCIENCE/ POLITICS SECTION	AMERICAN GOVERNMENT/POLITICS You should increase your understanding of the American political environment, effects of government policies and activities on your daily life, and means by which you or others can influence government actions. POLITICAL INQUIRY You should increase your understanding of various concepts and methods as tools for use in studying politics and expanding your knowledge of the political environment.

representative sampling of the essential skills and knowledge students should acquire.

Once staff have agreed upon the broad set of basic skills, life skills, career development, and subject matter content goals to be included in the package goal statement, minimum requirements for project credit must be determined. Requirements in Far West packages were designed as guidelines for determining when a project was roughly equivalent, in amount of work and learning, to a semester's course work. Local EBCE staffs may need to alter these standards. By specifying package goals and minimum requirements, both students and staff have a yardstick for determining how much credit will be received when a project is satisfactorily completed. Projects including fewer goal elements receive less credit; thus the student may need to complete more than one project in a field to satisfy a district requirement. Projects including significantly more goal elements receive more credit, the amount and kind negotiated in advance by the Learning Coordinator and student.

Package goals and requirements indicate the kinds of things students should learn in order to earn a given amount of credit, thus relating amount of work, in a sense, to amount of credit earned. It is also necessary to take into account the content and focus of the student's project, what he wants to learn about or learn how to do, the resources he will work with, the learning activities he will engage in, and the method he chooses to demonstrate achievement of his goals.

Minimum performance criteria are not specified in packages, so that students can work to the limit of their abilities in their chosen areas of interest. Each student negotiates performance criteria for his project goals and indicators with his Learning Coordinator and the resources with whom he is working on his project.

Course Equivalencies

One of your concerns in developing a project should be earning credits you need for graduation. Depending on the focus of your project within the broad field of commerce, you may earn credit in any of these subject areas:

Business and Economics

Business Communications
Business Law
Business Math
Business Psychology
Commercial Art
Consumer Education
Economics
Introduction to Business

Technical Skills

In order to receive credit in the following subjects, you will have to meet performance standards generally employed in courses or demonstrate entry-level job skills.

Accounting I, II
Business Machines I, II
Data Processing
Merchandising
Office Procedures
Record Keeping
Salesmanship
Speedwriting
Stenography I, II
Typing I, II

Your Learning Coordinator will help you determine how much and what kind of credit you will earn when you complete your project. Your LC will also help you, if necessary, to develop or expand your project plan to earn the type of credit you desire.

Using the Package Goals

The goals on the following pages outline some important kinds of learning which should be included in your project. They are meant to stretch your imagination and to help you develop a worthwhile Plan, not to confine your thinking. Minimum requirements for a project are given, so that you and your Learning Coordinator have standards for judging whether your project is roughly equal in amount of work to a class in the subject. These goals and requirements are broadly stated to allow you great freedom in deciding exactly what you will learn, with whom, how you will demonstrate your new knowledge or skills, and who will evaluate your work.

When you have drafted your Project Plan, compare it with the package goals and requirements. You can use the goal checklist to make certain your Plan is complete. If you have trouble understanding the goals or how to use them, ask your Learning Coordinator for help.

Commerce Package Goals

GOAL 1: BASIC SKILLS (Required)

You should practice and improve your basic skills by using at least one method of acquiring and one method of communicating information in the course of your project.

ACQUIRING INFORMATION (choose one)

- Reading: You should be able to read critically and comprehend newspaper and magazine articles, books, or other materials pertinent to your project.
- Listening: You should be able to listen effectively and critically to speeches, lectures, radio and television broadcasts, and other commentaries related to your project.
- Observing: You should be able to acquire information from and interpret events, films, or television programs pertinent to your project.

COMMUNICATING INFORMATION (choose one)

- Writing: You should be able to clearly express in writing information and ideas relevant to your project.
- Speaking: You should be able to communicate orally your own ideas, thoughts, and feelings.
- Innovating: You should be able to communicate ideas or findings using nonverbal means -- for example, through making photographs or films, graphic illustrations, or models.

GOAL 2: PROBLEM-SOLVING (Required)

You should expand your problem-solving skills by thoroughly investigating a significant question, problem, or issue in the field of commerce. To do so, you should:

- Define the problem or issue. (Why is it important? Who does it affect? What are some of its causes?)
- Identify sources of information to learn more about the subject (people, books, magazine articles, government agencies).
- Use appropriate methods for gathering data (interviewing, observing and recording, reading, survey research, experimenting with different techniques or solutions).
- Organize the information obtained. (Tally, summarize, compare, analyze, or synthesize your findings.)
- Evaluate proposed solutions. (Which solutions are most desirable from your viewpoint? Why? Which are most feasible in terms of time, cost, human nature, or other factors? Why?)

GOAL 3: CAREER DEVELOPMENT (Choose a or b)

a. You should learn enough about two careers in the field of commerce to evaluate them in terms of your own interests, values, goals, and abilities. Your research should include the following:

- The roles and functions of an employee.
- The relation of the career to other careers.
- The qualifications and routes for entry.
- The working conditions, rewards, and benefits of the career.
- The current and projected demand in the field.
- Union or professional affiliations that are desirable or necessary.
- The effect of the job on one's lifestyle.
- Your own evaluation of the career.

b. You should develop career entrance skills in two of the following areas:

- Obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements.
- Preparing letters of inquiry, applications and resumés for employment or school entry.
- Preparing for and performing effectively in employment or other admissions interviews.
- Acquiring job-entry skills and experience in a chosen career field.

Commerce Package Goals (continued)

Choose Goal 4 or Goal 5 or Goal 6 (or combine elements from each for a total of five).

GOAL 4: ECONOMICS (At least five required)

Through a project in economics, you should increase your understanding of some major concepts used in the field and expand your knowledge of your economic environment. You should understand and show you can use at least five of the following concepts (or five comparable ones) in analyzing an economic problem, process, or issue of interest to you.

- Resources: What kinds of economic resources are there? Who decides how they will be used? How are such decisions made in this and other societies? How should they be made?
- Production: What should be produced? In what quantity? By whom? For whom? How? When? How are such decisions made? Who makes them?
- Distribution: How are goods and services distributed? On what basis? What goods and services, if any, should be available to everyone? Why?
- Money: What is it? Why is it used? How is money used? How should it be used? How should it be distributed? Why?
- Property: What is property? When should it be public or private? What are the rights of ownership?
- Capitalism: What is it in practice and in theory? How does it contrast with other economic systems? How has the definition of capitalism changed?
- Credit: What is it? What effect does it have on the economy and on the individual? How does national debt compare to family debt?
- Demand: What is the difference between natural and created demand? What effect does advertising have on demand? What is the relationship between demand for goods and services and their supply?
- Welfare: What forms does it take? What is its purpose? Does it work? Should it be changed? How and why?
- Taxes: What are the different kinds of taxes? How are they collected, distributed, and used?
- Power: What constitutes economic power? What are its sources? Who has it? What is the relationship between political and economic power?
- Labor: How is the value of labor determined? How have the conditions of labor changed? What is organized labor? What role does it play in the economy? What role should it play?
- Recession: What is it? Why and when does it occur? Can it be prevented? What are some recommended cures? What is the difference between a recession and a depression?
- Poverty: How does the government define poverty? How do you define it? Why is there poverty? Can it ever be eliminated? How or why?
- Prosperity: What are the characteristics of a "healthy" economy? What should the average individual's standard of living be? Has our society's definition of prosperity changed? How? Why?
- Inflation: How is it defined? Why and when does it occur? Can it be stopped? How? Should it be stopped?
- Other (specify).

Commerce Package Goals (continued)

GOAL 5: BUSINESS EDUCATION (At least five required)

Through studying a business or some aspect of business management and operations, you should increase your understanding of ways businesses are organized and work, the effect of corporate policies and activities on your daily life, and the means by which citizens and consumers can influence business actions. You should demonstrate your understanding of at least five of the following elements (or five comparable elements) as they relate to your project.

- What are the characteristics of various forms of business, such as single proprietorship, partnership, corporation, cooperative, public ownership, and franchise? How and why is each used?
- What is the relationship between management and labor? What kinds of power does each possess? Why? What are collective bargaining, arbitration, strikes, boycotts, and closed shops? How are they used?
- What is the impact on business of changes in technology? How do technological innovations affect what is produced and the means of production? Is there such a thing as "planned obsolescence"? Why?
- Does the economy move in cycles? How are economic cycles described? How do they affect different kinds of businesses? What influences these cycles?
- What is the nature of the business/client relationship, legally and in practice? Is the customer "always right"? Should the "buyer beware"? Of what? Should the seller take care? Why? What are the rights of sellers and consumers? What recourse do they have?
- What kinds of factors must be considered in business forecasting and planning? What kinds of things should you consider in your personal economic planning? Are they similar? How?
- What management skills and techniques are necessary to operate a business? Why are they important? How are they acquired? When and how are they used? How do they compare with the skills needed to manage a government or nonprofit agency?
- What are some of the methods of obtaining capital? How do they work? What is the difference between common and preferred stocks? What are bonds? Commodity futures? How do commercial, government, and guaranteed loans differ?
- What values and ethics influence the way businesses are managed and operated? Is the "profit motive" the key to business survival? Is efficiency foremost? What is the businessman's obligation to society? Why?
- How important are sales planning and marketing to business success? Why? What are some of the methods of marketing? How does pricing affect sales? What other factors are involved?
- What role does advertising play in business? Is advertising necessary? Why?
- How do government policies and regulations affect business? What are some of these policies or rules? Why were they instituted? Are they working? Is there too much or too little government regulation of business? Why?
- What demands are placed on a business for record keeping? What kinds of records are really needed to do business? What others are required? Why?
- What are some of the basic accounting models? How do they compare with one another? When is one preferred over another? Why?
- Other (specify).

Commerce Package Goals (continued)

GOAL 6: COMMERCE SKILLS AND TECHNIQUES (At least five required)

If you want to focus your project on acquiring some of the skills and techniques used in business and economics, you will need to work closely with your Resources and Learning Coordinator to identify at least five specific skills you will work on and demonstrate through your project. The list below provides some examples of skills and techniques. You may choose five of these to work on or identify five comparable skills.

- Conducting surveys (for example to determine the market potential of a product or service, evaluate customer satisfaction, or assess employee attitudes).
- Analyzing statistical data to determine or forecast trends.
- Preparing a budget.
- Writing business proposals or reports.
- Composing business letters.
- Operating office machines and equipment.
- Maintaining and performing minor repairs on office equipment.
- Using different kinds of filing systems.
- Posting receipts and expenses to ledgers.
- Arranging displays of goods.
- Handling cash and credit transactions.
- Writing advertising copy.
- Illustrating advertising copy.
- Resolving interpersonal conflicts.
- Contributing to group efforts.
- Dealing with the public.
- Typing letters, memos and reports.
- Other (specify).

Obviously, it could take years to become expert in some of the above. If you wish to specialize and earn credit in a particular skill area, such as accounting or typing, you will be expected to meet the performance standards for that subject generally employed in your school or district or demonstrate entry-level job skills.

Sample Project 2
Opening a Small Business

If you are interested in finding out how to start a small business, this project is one approach. Its emphasis is on accounting principles and techniques, small-business management techniques, and aspects of the law important to small business.

- The Small Business Administration has considerable information about starting a small business. It is a good place to begin because it will give you ideas for the rest of your project.
- An accountant or bookkeeper, preferably for a small business, is the best source of information about the accounting principles and techniques you'll want to learn. A small-business proprietor can tell you the breadth of information you'll need. If you are interested and have the time, you might want to compare small and large-business accounting techniques to find out the differences between them.
- To learn some accounting principles and techniques and how to use them you will need to either engage in some intensive independent study (programmed texts are available) or take a course as well as work with a Resource Person in the field.
- The proprietor of a small business and the manager of a slightly larger company can help you learn about management techniques. The techniques used by professional managers are equally important to the owner/manager of a small business. Each person will have a slightly different point of view, but both could be helpful in your research.
- An RP at a bank can give you additional information about how to go about starting a business, particularly when it comes to getting loans. An insurance agent can provide you with information about needed insurance coverage.
- Legal aspects should be investigated with a lawyer. The county legal paper could be especially helpful since it is in such a paper that a new business announces itself. The editor of such a paper is usally also a lawyer.

If you are interested in this project or one like it, review the sample Project Sketch, Student Project Plan, and Goal Checklist which follow. Use them as they are written, revise them to reflect your interests and available resources, or write new ones to guide and document your activities.

Experience-Based Career Education

PROJECT SKETCH

Use this form to plan your resource Orientations. Obtain your Learning Coordinator's approval before visiting a resource.

STUDENT Billy Chow LC Paul Smith DATE 11/8/75

I. AREA OF INTEREST *(List the specific career, subject, or issue area you want to explore as a possible project)*

Owning my own business

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. What do you need to know to start a small business?
2. How do you manage a business?
3. Would I really like to go into business for myself?
4. What is a typical work day like for a small-business owner?
5.
6.
7.
8.

III. WHAT RESOURCES WILL YOU USE?

(RP)/RO/CR *(Circle one)* Cecil Lewis Phone 839-6300

Address People's Bank, 163 Franklin Street

RP/RO/(CR) *(Circle one)* Small Business Administration Phone 253-7772

Address 1040 Broadway, Suite 760

RP/RO/CR *(Circle one)* Phone

Address

OTHER RESOURCES *(Give name of person or title and author of books, articles, etc.)*

I HAVE READ THE RESOURCE GUIDE(S) [X]Yes [ ]No (If not, give reasons)

APPROVED BY LC Paul Smith DATE 11-8-75

LC FOLLOW-UP

[X] The student has decided to do a project in this interest area.

[ ] The student has decided not to pursue this interest further because:

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES.

Distribution: Original (White) - LC; Yellow - Student; Pink - Resource Analyst

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Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT Billy Chow PROJECT NO. 2 PACKAGE Commerce

LC APPROVAL Paul Smith DATE 11-29-75 DATE PROJECT STARTED 11/8/75

TECHNICAL ADVISOR(S) (If any) Maria Green

I. PROJECT DESCRIPTION

A. Title Opening a Small Business

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. Accounting I	5
	2. Introduction to Business	5
	3.	

B. Theme (Please give a brief description of your project) The purpose of my project is to study accounting practices and management techniques and to learn the accounting and management skills necessary or helpful in opening and operating a small business. (I am thinking about opening a small store to sell indoor plants.)

C. Questions to be Investigated:
How important is accounting to running a small business? Must a small-business owner have good accounting skills? What are they? What management skills should a small-business owner know and be able to use? What local, state, and federal requirements (income taxes, licenses, etc.) must you meet to start and run a small business? Can a small-business owner support himself or herself and a family today? What must you know about the community in which you plan to do business in order to make it? What research should be done before opening a business? What steps are involved in getting a loan and actually opening the business? Do many small businesses fail? Why?

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	Initials	Date	End-of-Term Review	Initials	Date

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II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits (Identify resources already visited for Orientation)

Resource Name	Address	Phone	RP	RO	CR	Hours Spent
Cecil Lewis	People's Bank 163 Franklin Street	839-6300	X			1
Small Business Administration	1040 Broadway, Suite 760	253-7772			X	2

B. Planned Visits (Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)

Resource Name	Address	Phone	Acty *Level			RP	RO	CR	Est. Hours
			O	E	I				
Service Corps of Retired Executives (SCORE)	450 Gilman Avenue	556-4024		X				X	20
Maria Green	Maria's Green Thumb 110 West Third Avenue	261-6464		X		X			20
Jane P. Fitzer	Watermark, Price & Co. 2050 Powell St., #1425	842-0882		X		X			10
Jose Parra	Parra, McAnnally & Assoc. 3505 Broadway	692-2400	X			X	-		5

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research (Give Titles) Managing Your Own Business, Principles in Accounting, Management of Your Business on a Small and a Large Scale, Finance and Capital Needs for the Business (all available from the Small Business Administration or SCORE); Accounting Practices (programmed text)

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See Resource Guides. Some sites require special insurance, health certificates, etc.)

A. Prequisites make reservations for the SCORE workshop

B. Materials or Equipment

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits 58 Hrs. Product Production 30 Hrs.

B. Reading 10 Hrs. Other (specify) (programmed text) 40 Hrs.

TOTAL HOURS 138

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT 12/20/75

PLANNED PROJECT COMPLETION DATE 1/30/76

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION *(See instructions on reverse side)*	Page 3 of 4

Student Billy Chow LC Paul Smith Project Title Opening a Small Business

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
GOAL 1: Understand the steps involved and information needed to open a small business.					
a. Explain, in the Commerce Project Seminar, the research and preparation necessary to open a small business, including the legal and technical steps which must be taken prior to opening the doors, predicting whether the business will be successful in a particular community, and how to obtain the necessary capital.	12/15	Package Coordinator			
GOAL 2: Understand the purpose, procedures, principles, and methods of accounting necessary for operating a small business.					
a. Compare, in a written report, two ways a small-business owner could keep his financial records.	1/20	Jane Fitzer Paul Smith			
b. Evaluate each method in the report in terms of its appropriateness and effectiveness for operating a small plant store.	1/20	Jane Fitzer Paul Smith			
c. Prepare sample ledger entries to illustrate both methods.	1/20	Jane Fitzer Paul Smith			
d. Set up and explain the purpose of a sample set of financial records for a plant store, including operating budgets, inventory and order records, cash flow ledgers, accounts	1/25	Maria Green			
(continued on next page)					

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION *(See instructions on reverse side)*	*Page 4 of 4*

Student Billy Chow *LC* Paul Smith *Project Title* Opening a Small Business

Goals and Indicators	*For Indicators*		*For Evaluator's Use*		
	Due Date	*Evaluator*	*Date*	*Initials & Rating*	*Comments*
receivable, profit statements, balance sheets, net worth statements and tax returns.					
e. Complete a programmed text in accounting. Pass unit tests with 90% accuracy.	1/15	Skills Specialist			
GOAL 3: Decide which management techniques are most important to a small-business owner.					
a. Complete a list of management skills and techniques in their order of importance. In the Commerce Project Seminar, share these with the other students and explain the reasons for my rankings to the group.	1/28	Package Coordinator			
GOAL 4: Understand the differences between a management career with a large company and a career as a small-business owner and know how my interests and abilities relate to both careers.					
a. Complete Career Orientation Guides for a small-business ownership and manager of a large company. Compare these two careers, in an oral report to the Commerce Project Seminar, including advantages and disadvantages of each, which I would prefer, and why.	1/28	Package Coordinator			

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Experience-Based Career Education	COMMERCE PACKAGE GOAL CHECKLIST
STUDENT'S NAME *Billy Chow*	DATE *11/4/75*
PROJECT TITLE *Opening a Small Business*	

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [X] reading [ ] listening [ ] observing *Communicating Information* [ ] writing [X] speaking [ ] innovating
2. PROBLEM-SOLVING	*All elements*	[X] define the problem or issue [X] identify sources of information [X] use appropriate methods for gathering data [X] organize the information obtained [X] evaluate proposed solutions
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[X] a. investigate two careers in terms of: [X] roles and function of employee [X] relation of career to other careers [X] qualifications for entry [X] working conditions, rewards, benefits [X] current and projected demand [X] union or professional affiliations [X] effects of job on lifestyle [X] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [ ] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

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COMMERCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from Goal 4, 5, or 6, or you can combine elements from each as long as you select five altogether.

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. ECONOMICS	*At least five elements or five comparable elements*	[ ] resources [ ] production [ ] distribution [ ] money [ ] property [ ] capitalism [ ] credit [ ] demand [ ] welfare [ ] taxes [ ] power [ ] labor [ ] recession [ ] poverty [ ] prosperity [ ] inflation [ ] other (specify) _____ _____ _____
5. BUSINESS EDUCATION	*At least five elements or five comparable elements*	[ ] forms of business [ ] relationship between management and labor [ ] impact on business of changes in technology [ ] economic cycles [ ] business/client relationship [X] business forecasting [X] management skills and techniques [X] methods of obtaining capital [ ] business values and ethics [ ] sales planning and marketing [ ] advertising [X] government policies and regulations [X] business record keeping [X] accounting models [ ] other (specify) _____ _____ _____

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COMMERCE PACKAGE GOAL CHECKLIST (Continued)

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
6. COMMERCE SKILLS AND TECHNIQUES	*At least five elements or five comparable elements*	[ ] conducting surveys [ ] analyzing statistical data [X] preparing a budget [ ] writing business proposals or reports [ ] composing business letters [ ] operating office machines and equipment [ ] maintaining and performing minor repairs on office equipment [ ] using different kinds of filing systems [X] posting receipts and expenses to ledgers [ ] arranging displays of goods [ ] handling cash and credit transactions [ ] writing advertising copy [ ] illustrating advertising copy [ ] resolving interpersonal conflicts [ ] contributing to group efforts [ ] dealing with the public [ ] typing letters, memos, and reports [X] other (specify) *(1) setting up inventory and order records, cash flow ledgers, accounts receivable, profit statements, balance sheets,* [X] *and net worth statements; (2) completing tax returns*

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SECTION SIX

PROJECT IDEAS

Activity

1. After reading the information "How to Plan and Complete a Project," review the Project Ideas and Career You Can Explore for the following five educational fields: a) Commerce, b) Communications and Media, c) Life Science, d) Physical Science, and e) Social Science. Select one project idea from the lists or develop your own project idea in one of the five educational fields.

Prepare an outline of a Student Project Plan by providing the following information:

A. Title
B. Theme (a brief description of the project)
C. Questions to be investigated
D. Three goal statements and indicators which will help you know when you have satisfactorily accomplished your goals.

How to Plan and Complete a Project

Your project might begin with a desire to explore a career, to dig into a social, scientific, or political problem, to work with a particular resource, or to earn credits required to graduate or to pursue your educational and career goals. Wherever you start, you will need shortly to decide what you will be doing, with whom, and what you plan to learn about or learn how to do through your project. You are essentially planning your own course of study, just as a teacher must plan a class. Your plans must be in writing so that you, your Learning Coordinator, and the resources with whom you are working all know what you hope to accomplish. Your plans will grow and change as you work on the project; make sure these changes are recorded and approved by your Learning Coordinator (LC). At a time agreed upon by you and your LC -- about one month before you plan to complete your project -- you will be asked to develop a final Project Plan which then becomes a learning contract you are promising to keep in return for the credit you seek. Below are some pointers for how to plan and complete a project. They offer a guide only. Where you will need to start and how you will proceed depends on how clear an idea you have of what you want to do. Beginning from scratch, you should do the following.

Finding a Topic

1. Read through the project ideas, sample projects, and lists of resources in the packages to find out what you can do and learn with the people and organizations who are ready to work with you.

2. Meet with your LC to discuss your interests:

   - what you want to explore -- a career, a subject, an issue, or a combination of these -- and the kinds of things you would like to learn;
   - which package you should use, who is coordinating it, and when the project seminar meets; and
   - which resources you want to or ought to contact.

3. Attend some project seminar meetings to:

   - get ideas, suggestions, and assistance in planning your project from the Package Coordinator and the other students, and
   - broaden your knowledge of careers, issues, problems, ideas, and techniques related to the package.

4. Choose some resources that interest you, plan Orientation visits using a Project Sketch, visit the resources, discuss your ideas with them, and explore possible project topics. The purpose of your Orientations should be to help you find out what you want to learn about or learn how to do, where, and with whom. NOTE: You must go beyond these brief Orientations to really plan and complete a worthwhile project. You may wish to broaden your knowledge of an issue or career by visiting several resources and working with one or two at the Exploration level. Or you may wish to dig into a subject or career and develop some expert knowledge or skills through working with one resource for an extended period of time.

Developing a Plan

5. When you have settled on an area of interest, start planning your project on a Student Project Plan. See the sample projects in this package for models. If you have trouble understanding what your project should look like on paper, see your LC and the Package Coordinator. After three or four Orientation visits to resources, you should be able to do the following (and complete the appropriate sections of the Project Plan):

   - Describe the theme of your project.
   - Pose significant questions you will investigate.
   - List the resources you have used and plan to use in completing your project. (If no resources are available in your area of interest, you may have to recruit some yourself. Ask your LC and the Resource Analyst for help.)
   - Identify related reading or other research materials you will use and how you will use them.
   - Identify special requirements or prerequisites.
   - Estimate how long your project will take.

6. After two or three more visits with your resources, you should be able to:

   - State what you want to learn about or learn how to do through your project (your goals) and how you will demonstrate you have learned it (your indicators). Pace your work by making some indicators due earlier than others. Be sure that your goals and indicators include at least one product. REMEMBER: You can change, refine, add to, or delete goals and indicators until the cutoff date decided upon by you and your LC, after which your Project Plan becomes a learning contract.

   - If you want someone in addition to your LC to evaluate your work (such as a Resource Person or the Package Coordinator), ask that person if he or she is willing to do it. Only those who have agreed to evaluate your products and/or performance should be listed as evaluators on the last page(s) of your Student Project Plan.

   - Be sure that your project will be worth the amount and type of credit you wish to receive. (With your LC, compare your project goals and indicators with the package goals using the goal checklist.) If you cannot meet the package requirements for the amount and type of credit you want with one project, do two.

   - Be sure to discuss your project topic with your resources and work with them to firm up your Plan.

Completing Your Project

7. Work with your resources, do your research and related reading, and have weekly discussions with your LC, keeping him or her informed of your interests, goals, and activities.

8. Whenever possible, relate work you are doing in workshops or other supplementary activities to your projects. (For example, bring early drafts of project reports to your English instructor or tutor to have them reviewed and critiqued.)

9. Attend project seminar meetings to give progress reports, share your experiences, get help in solving problems you encounter, and learn how other students' projects and yours are related to a common subject/career area.

10. Wrap up your project and submit it for credit by:

    - completing products and performance tests which demonstrate what you have learned. (Products can be written reports or essays, photographic essays or drawings, audio- or videotape recordings, or other media. Performance tests can be oral reports, presentations, or actual tasks at a resource site.)

- having your products and/or performance reviewed and evaluated by the persons designated on your Project Plan. (Be sure your evaluators record their assessments on the last page(s) of your Project Plan. If you agree with the evaluation, add your initials. If you disagree, state your reasons in the "Comments" column.)

- completing a Project Summary Report evaluating your own work and requesting the amount and type of credit you think you have earned through your project.

11. Turn in your Student Project Plan, product(s), and Project Summary Report to your LC for review, evaluation, and assignment of credit.

Project Ideas

Labor Unions

Labor unions are a major force in the American economy and in the business world. What kinds of jobs are unionized? What were working conditions like before workers began to organize? What changes did unionization bring about? Can unions, as some employers claim, be blamed for the upward spiral of inflation? What effect do unions and the whole union structure have upon prices, the job market, and the importation and sale of foreign goods in the United States? What is the role of a union leader? How do unions make decisions on issues that will affect the economy? How do they influence politics and governmental policies?

The Big City and the Neighborhood Store

In the United States there has long been a tradition, which still exists in smaller towns, of the neighborhood store in which the clerk or salesperson and the owner are one and the same. The storekeeper knows most of his customers on a first-name basis and the customers are long-standing clients. How has the growth of large cities changed the pattern of American business? Is the small shopowner a fading figure in the American economy, eased out by the chains and discount stores? What does the large department store offer that the independent small shop cannot? What are the advantages of the small store? Is there a future for the small shopowner in the neighborhoods of big cities? How must they operate if they are to survive?

Buyers

Buyers are responsible for selecting merchandise which sells quickly, draws few complaints, and provides sufficient profit margin for the store to operate. How does a buyer learn to predict whether and how well a particular item will sell? What other responsibilities do buyers have? Does the merchandise that buyers select reflect current market trends and fasions or

do buyers set them? What effect do buyers have on your ability to obtain goods you want and need? How can you, as a consumer, influence what goods stores will offer and at what prices?

The Economy and the Quality of Life

Most Americans would agree that one of our primary national goals should be to increase the quality of life for all our citizens. We are not necessarily agreed, however, on what constitutes "good living." How do you define the good life? How do you measure the "quality" of living? The government has identified a certain level of income as the "poverty level." How does that match with your definition of poverty? The government publishes statistics on unemployment, average income, real income, the Consumer Price Index (CPI), and the Gross National Product (GNP). What are these things, how are they measured, and what do they tell you about the quality of life? Are other indicators needed? How can our quality of life be improved? Are changes needed in our governmental policies or economic system to achieve the "good life" for more people? Why? How feasible are the changes you see as necessary? Why?

Public Versus Private Enterprise

What kinds of goods or services should be provided by the government rather than by private enterprise? Why? How do answers to this question differ in different societies or circumstances? For example, the United States in the only "western" nation in which railroads are operated largely by private enterprise. Why? Should the railroads be nationalized? Why or why not? Many people argue that private enterprise is inherently more efficient than government. Is this true? Why? How do you know? How are management decisions made in business? How are they made in government agencies? How are careers in business or public administration similar? How do they differ?

Careers You Can Explore

There is an almost endless array of careers involved in the daily commerce of a modern, industrialized, consumer-oriented society. Some of these careers are as old as human society itself. Others are so new that we have yet to figure out what exactly to call them. They vary greatly in work performed, and in skills and training required, but all are involved in seeking more effective ways to manage, produce, sell or distribute goods and services. Through your project, working with resources in the community, and learning more about the problems and possibilities of this field, you can explore some of these careers and learn more about your own interests and goals in the process.

accountant
administrative aide
advertising manager
advertising copy writer
association manager
art director
banker
bookkeeper
business manager
business reporter
buyer
city manager
clerk
commerical artist
commercial photographer
company president
company vice president
display designer
economist
employment counselor
financial consultant
income tax consultant
insurance broker
insurance consultant
investment broker
labor arbitrator
landlord
layout person
market research analyst
operating manager
personnel analyst
personnel manager
production manager
public relations manager
purchasing agent
real estate agent
salesperson
secretary
shipping clerk
small business owner
statistician
stenographer
stock broker
systems analyst
traffic manager
training supervisor
typist
union business agent
warehouse manager

Project Ideas

The topics below suggest only a few of the issues and careers around which you can plan a project in the field of communications and media. The sample projects, beginning on page 25, offer additional ideas.

Symbols

How are symbols created? What do they mean? Do they change? How? American culture, like all cultures, is often described by its symbols. What are they? "Watergate," a clenched fist, the word "plastic," a green American flag, the dollar bill, and the terms "blue collar" and "white collar" are symbols. What do they stand for? What makes symbols powerful and how do they lose their power? How do the symbols of one career field or industry, such as medicine or advertising, compare with another? How do symbols and their use differ across subcultures such as the American Indian, Black, and Italian? Have any symbols been adopted by all Americans? These are some of the questions you might research in exploring the use of symbols in our society.

Culture and Communications

What is the relationship between culture and communications? What obstacles to communication exist between cultures or subcultures? For example, in our society the color red stands for danger. It is used as a warning symbol on stop signs, fire engines, stop lights, and flags around construction areas. How else is it used? What is the symbol for danger in other societies? In the Sioux culture, red symbolized warmth and life, and for the Chinese it is a joyous, celebrating color. How do such differences affect our ability to understand one another? How can you try to overcome such obstacles to understanding and communication?

Architecture

How is architecture a form of communication in today's world? How do bank buildings communicate security? Why do certain pancake restaurants resemble A-frame Swiss chalets? Does contemporary design try to communicate

permanence, fluidity, or utility? Stone and wood are being replaced by glass, concrete, and steel. How are different materials used to express the values and assumptions of a culture? What is "functional" architecture?

Political Rhetoric

Orwell said, "The language of politics consists largely of euphemism and sheer cloudy vagueness." He called it the art of saying one thing and meaning another. Is this true today? If so, why? How does it work? Does the nature of politics in this country force people entering the "political arena" to adopt the language of politics? Why?

Dance

How is the body used as a form of communication in dance? What do different gestures symbolize in different dances, dance forms, and styles? What is the relationship between the basics of dance -- movement, gesture, and facial expression -- and its trappings -- costume, makeup, scenery, storyline? Are dance skills and techniques easy to transfer from one form of dance, such as classical ballet, to another, like jazz or folk dance? Why or why not?

Language

In America there isn't just one language spoken and written by all people under all circumstances. Scientists increasingly use technical terms, government workers speak bureaucratese, social revolutionaries use jargons of their own, often borrowing from several dialects. Does the so-called generation gap consist mainly of a gap in language? What role does language play in your life? What kind of language do you use? Are you able to identify and analyze the language of others? Do your own words express your own values and attitudes? Could other words better express the things you have to say than those you use most frequently? Is there another form of communication, such as painting, music, dance, or mime, which better expresses your thoughts, feelings, ideas, and values? If so, what is it and why does it work better for you than words?

Careers You Can Explore

There is a wide variety of traditional and emerging careers in the field of communications and media. They vary greatly in work performed and skills and training required, but all are involved in seeking more effective ways of communicating something to someone. Through your project, working with resources in the community, and learning more about the problems and possibilities of this field, you can explore some of these careers and learn more about your own interests and goals in the process.

Written and Verbal Arts

advertising copywriter
advertising manager
author
dramatist
editor
journalist
lecturer
librarian
linguist
poet
public relations manager
publisher
reporter
researcher
script writer
speech writer
translator

Media Arts

book publisher
broadcasting engineer
camera operator
cartoonist
disc jockey
film director
film maker
film producer
graphic artist
newscaster
photographer
play producer
printer
record publisher
sound operator
TV/radio announcer
TV/radio host or hostess

Crafts, Fine Arts, and Performing Arts

actress or actor
architect
art critic
art curator
art exhibit director
art historian
art teacher
artist
carpenter
commercial artist
composer
conductor
dancer
disc jockey
jeweler
mime
musician
photographer
play director
potter
sculptor
singer
weaver

Project Ideas

The following topics suggest just a few of the careers, subjects and issues around which you can plan a life science project. Look through the sample projects (beginning on page 23) for other ideas.

Pollution

Pollution of the water, the air, and the earth has become a topic of concern all over the world. What is pollution? What are some of its causes? What kinds of pollutants can be found in the water and the air in your community? How can the kind and amount of pollutants be determined? How can you find out if (and how) pollution is affecting the plant and animal life in your community? How aware of pollution problems are the people in your city? What local ordinances, if any, have been passed to control pollution? Are those ordinances effective? What do some of the older people in your town say it was like ten years ago? Twenty? Fifty? What do you think it will be like 50 years from today? Why?

The Design of Scientific Equipment

Most scientists at some time or another depend upon special equipment to help them record their observations, give them accurate measurements and readings, and interpret their findings. Where does this equipment come from? How are scientific investigations hindered or helped by the lack or availability of equipment? How do scientists and technicians work together to develop needed equipment? How have newly developed materials and other technological advances affected research in the biological sciences?

Nutrition

People are becoming increasingly aware of the effects on their health of the foods and chemicals they eat. What is the relationship between food and health? What does medical science understand about the relationship between nutrition and preventative medicine? Is organic food better for the human body? Why? Is there a difference between natural chemicals,

Careers You Can Explore

Careers in the field of life science share a common concern for understanding the origins of life and for learning how things live, the effects of the environment on living organisms, and how to improve the quality of life without endangering any species. Through your project, working with resources in the community, and learning more about the problems and possibilities in this field, you can explore some of these careers and, at the same time, learn about your own interests and goals.

agricultural aide
agriculturalist
agronomist
animal breeder
animal shelter attendant
artificial breeding technician
bacteriologist
bee keeper
biochemist
botanist
cattle rancher
dietician
ecologist
entomologist
farmer
feed research aide
florist
forester
game farmer
game warden
gardner
horticulturist
landscape architect
laboratory technician
marine biologist
medical technologist
milk tester
natural science museum curator
naturalist
nurse
nutritionist
physician
plant breeder
plant taxonomist
research equipment designer
science writer
seed analyst
teacher
veterinarian
veterinarian's assistant
wood technologist
zoo attendant

Project Ideas

The topics below suggest only a few of the issues and careers around which you can plan a project in the field of physical science. The sample projects, beginning on page 23, offer some additional ideas.

Sources of Energy

What are the alternative sources of energy? How can they be used? What are the advantages and disadvantages of each? How can this country make the most efficient use of its existing energy supplies? What principles should guide the development and use of energy sources? Why? How has a shortage of energy affected you and your family? How might it affect you if shortages were to suddenly become more severe? Should the federal government control energy production and consumption? How?

Buildings and Construction

How do materials and construction methods limit or make possible certain building designs and construction? How does an architect draw on a knowledge of physics and other sciences, such as geology and seismology, when designing a building? What other careers and knowledge are used by those who design and construct buildings? Who does the actual construction and installation of the necessary equipment and facilities? What knowledge of physics do these people need? What skills? What kinds of machines are used in the construction? How do they work? What principles of physical science do these machines employ?

Computers

How does a computer work? What can computers do? Are there things computers cannot do? What? What ethical questions are raised by having so many businesses and organizations (especially government) relying on computers? Who should have access to the information stored in computers? When? Why? What skills are needed to operate a computer? To program a computer? To design a computer? What scientific discoveries would not have been possible without computers? What is the relationship between science and technology?

vitamins, minerals, and other substances, and artificially developed ones? What is it? What should the average person know about nutrition and eating habits?

Agriculture

Agriculture and food production have become highly technical and scientific. How have recent technological advances and the movement of people from rural to urban areas changed methods of food production in this country? What effects has the development of a mechanized agriculture industry (and the decline of the independent farmer) had on the quality of food, the kinds grown, and how food is grown and harvested? Will we be able to increase food production indefinitely to meet the needs of a growing population? How? Is the quality of our food improving? Why? Can it be improved? How? How do the sciences of agriculture and botany work together to produce food? Are there some largely untapped or undeveloped sources of food? What are they? Why aren't they used, or used more?

Careers You Can Explore

Some careers in the field of physical science are concerned with expanding our knowledge; others put that knowledge to use in a practical way. Because of rapid advances in technology, new areas of work are constantly emerging. Below are just a few of the careers you might explore through a project in physical science.

air traffic controller
architect
astronomer
chemical analyst
civil and hydraulic engineer
computer designer
computer operator
computer programmer
control room technician
draftsperson
dubbing machine operator
electrical engineer
electrical equipment installer
engineering aide
farm equipment mechanic
fire fighter
heavy equipment operator
industrial chemist
irrigation engineer
mathematician
mathematics teacher
mechanical engineer
miner
mining engineer
mining machinery operator
nuclear chemist
optician
optometrist
physical science teacher
physicist
plumber
power plant attendant
powerhouse attendant
radio engineer
radiotelegraph operator
research assistant
rotary driller
roustabout
scientific photographer
set electrician
soil technologist
sound mixer
statistician
surveyor
tabulating machine operator
television cable line installer
transmission engineer
X-ray technician

Project Ideas

The topics below suggest only a few of the issues and careers around which you can plan a project in the broad field of social science. The sample projects, beginning on page 27, offer additional ideas.

The Nation

The Watergate scandal has been with us for years. Political careers have been sacrificed to it. Public faith in the American government and those who run it is at an all-time low. The President of the United States resigned; an appointed Vice President became the leader of the nation. But has Watergate changed anything? Is American politics "cleaner"? Are we, as a political system, heading toward some sort of "renewal" process, or simply reacting to immediate problems?

The Economy

Independent American truckers across the nation recently went on strike protesting diesel fuel shortages and prices, government controls on shipping rates, and the general management of the government. Who is really responsible: U.S. oil companies; Arab oil magnates; auto manufacturers; Congress; the President? How do such things as strikes and energy shortages affect our economy? How will they affect the actions of voters and political leaders? What political or legal solutions are needed in your view? What actions are likely? Why?

The Family

"I make the money in this household, so we will go where I want to go!" "Mary wants to be a nurse and Johnny wants to be a doctor." "Your mother runs the house and I (the husband) take care of the yard." Such commonly expressed views are under serious question today. Within the family unit, the traditional roles of women and men are changing. The turmoil and conflict resulting from this change in our basic social institution -- the family -- can be seen as political. Power within the family (as elsewhere) often rests with those who have

or control money or economic wealth. But there are other sources of power and authority as well. The roles and rules by which the family operates are political in nature: Who has the power? The authority? Why? How are decisions made and by whom? What are the controls on individual behavior? Politics in the family often parallel politics in large organizations and government. Alliances, trade-offs, influence, and control are all apparent within the family, as they are in the political arena. In what ways is the family not like other political units? How do families affect the political views and actions of their members?

Mental Illness

Some people say that there is no such thing as mental illness -- that it is not the individual who is sick, but society. Is this true? What is mental illness? How do different doctors, therapists, and psychiatrists define mental illness? What kinds of mental illness have been identified? What kinds of treatments are available? How effective are they? How does our society treat the mentally ill? How should they be treated? Why?

Work

Many people believe that hard work is good for you, that "idle hands are the devil's plaything." What is the purpose of work? What kinds of activities do you believe are work and what kinds do you believe are play? Do other people feel the same way? What does work contribute to the well-being of an individual? A society? Are attitudes towards work changing? How? Why?

Careers You Can Explore

There is a wide variety of traditional and emerging careers in the social sciences and services. They vary greatly in work performed and skills and training required, but all demand some understanding of the causes and effects of human behavior. Through your project, working with resources in the community, and learning more about the problems and possibilities of this field, you can explore some of these careers and learn more about your own interests and goals in the process.

anthropologist
bureaucrat
child development specialist
city clerk
city council member
city manager
congressional representative
counselor (personal, family, sex, drug, or other)
court clerk
court reporter
diplomat
ecologist
economist
environmentalist
ethnologist
FBI agent
geographer
government program director
historian
judge
lobbyist
mayor
museum curator
museum director
police officer
political organizer
postal employee
psychiatrist
psycholinguist
psychologist
public policy analyst
school administrator
school board member
social worker
sociologist
special agent
teacher

Also included are careers in local, state, and federal agencies such as social welfare agencies, departments of motor vehicles, departments of parks and recreation, housing authorities, departments of urban development and redevelopment, as well as employees and volunteer workers in a variety of political and social organizations and agencies.

SECTION SEVEN

FWL/EBCE PROGRAM FORMS

The enclosed materials describe all of the student forms and illustrate the use of the forms to help students plan and document their learning. The use of forms are essential for Learning Coordinators to help plan, monitor and evaluate student performance on an individualized basis.

The forms may be divided into the following four categories:

A. Entry Assessment (Items 1-9): the information on these forms will assist the students in understanding their individual skills, abilities and career interests.

B. Program Planning (Items 10-22): documentation of program activities are recorded on these forms.

C. Progress Monitoring (Items 23-30): these forms help the Learning Coordinator keep informed of each student's progress in the FWL/EBCE program.

D. Credit Assignment (Items 31-33): these are summary forms which relate student achievement to academic credits.*

Activities

1. After reviewing each of the forms, write a brief rationale why each of the thirty-three forms are essential to the operation of the FWL/EBCE program.

2. Identify five forms which would be most essential to operating the FWL/EBCE program.

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*Item 28, Career Orientation Guide is illustrated in Section Four, page 44.

Attachment 1
Forms Used in the Student Records System

ITEM	TITLE	COMPLETED BY	WHEN COMPLETED	DISTRIBUTION
	ENTRY ASSESSMENT			
1	Reading Checklist	Learning Coordinator	During entry assessment; updated until requirement is met	Current file, student, permanent file
2	Oral Communications Rating	Learning Coordinator	During entry assessment; updated until requirement is met	Current file, student, permanent file
3	Quantitative Skills Checklist	Learning Coordinator	During entry assessment; updated until requirement is met	Current file, student, permanent file
4	Writing Scale	Learning Coordinator or Skills Specialist	During entry assessment; repeated ratings of products until requirement is met	Current file, student, Skills Specialist, permanent file
5	Job Information Questionnaire	Student	1. Optional use for entry assessment 2. Whenever student wishes to use it as a project product	1. With assessment forms 2. With project in current file
6	Career Information Checklist	Learning Coordinator	During entry assessment; updated until requirement is met	Current file, student, permanent file
7	Career Decision-Making Rating	Learning Coordinator	At entry if appropriate and at beginning of last term in program	Current file, student, permanent file
8	Career Decision-Making Questionnaire	Student	At entry if appropriate and at beginning of last term in program	Current file, student, permanent file
9	Initial Planning Worksheet	Student	Upon entry into program	Current file
	PROGRAM PLANNING			
1	Long-Term Plan	Learning Coordinator (graduation and credit needs only); student (remainder with LC's help)	Within first four weeks of each term	Current file, student, parents, permanent file
11	Overview of Student Activities	Learning Coordinator	As student initiates activities and at end of term to summarize credit	Current file
12	Weekly Activity Schedule	Student	Before beginning of each week	Student, current file
13	Physical Education Plan	Student (LC approves)	At beginning of each term	Student, current file
14	Request for Supplementary Assistance	Student and LC Skills Specialist (LC approves)	When need has been identified When request is filled	Current file, Skills Specialist, student, tutor or workshop leader (if any)

ITEM	TITLE	COMPLETED BY	WHEN COMPLETED	DISTRIBUTION
		PROGRAM PLANNING - Continued		
15	External Course Description	Student (LC approves) LC (for credit assignment)	Before enrolling in an external course When student completes course	Student, current file, Skills Specialist
16	Workshop Description	Workshop leader Student (to evaluate the workshop)	When planning a workshop When workshop is completed	Student, current file, Skills Specialist, workshop leader
17	Diagnosis and Plan	Skills Specialist, tutor, or workshop leader with student (LC approves)	When student begins a supplementary learning activity (other than an external course or workshop with common objectives for all participants)	Student, current file, Skills Specialist, tutor or workshop leader (if any)
18	Project Sketch	Student with LC's help if needed (LC approves)	When preparing for resource Orientations (as many as three resources per Project Sketch)	Student, current file, Resource Analyst
19	Resource Exploration Approval	Student (LC approves)	When student has arranged an Exploration with a resource	Resource Analyst, current file
20	Student Project Plan	Student with LC's and resources' help if needed (LC approves)	When drafting and updating Project Plans (final plan due one month before project due date)	Student, current file, resources/evaluators
21	Student Project Checklist (with appropriate Package Goal Checklist)	Learning Coordinator	Section A - Plans: should be referred to (but not necessarily filled out) at least once during planning of project Section B - Progress: should be referred to at least once before completion of project goals and indicators	Optional (Package Goal Checklist should be filed with Project Plan in current file)
22	Request for Resource	Student (LC approves) Resource Analyst notes action taken	When student needs a resource not in the resource pool After action has been taken	Student, current file, Resource Analyst
		PROGRESS MONITORING		
23	Student Activity Report	Student (reviewed by LC)	At end of each week	Depending on local needs, current and/or permanent files
24	Student Orientation Objectives Checklist	Student Learning Coordinator verifies and approves for credit	During Orientation or by end of sixth week in program	Current file

ITEM	TITLE	COMPLETED BY	WHEN COMPLETED	DISTRIBUTION
PROGRESS MONITORING - Continued				
25	Resource Contact Report - Student Assessment	Learning Coordinator	Whenever LC contacts a resource (at least three times per student project)	Current file
26	Progress Report	Skills Specialist, tutor, or workshop leader (LC reviews)	At least once monthly as long as student is involved in supplementary learning activities (more often if necessary)	Skills Specialist, student, current file, tutor or workshop leader (if any)
27	Progress Monitoring Worksheet	Learning Coordinator	Throughout the year	Current file
28	Career Orientation Guide	Student	Optional form used whenever student wishes to use it as a project product	Current file
29	Career Entrance Skills Checklist	Learning Coordinator	Optional form may be used throughout student's enrollment	When used is filed with other assessment forms
30	Student Program Checklist	Learning Coordinator	Should be referred to (but not necessarily filled out) at least once a term	Optional
CREDIT ASSIGNMENT				
31	Project Summary Report	Student and LC	Whenever a project has been completed	Current file
32	Summary Progress Report	Skills Specialist, tutor, or workshop leader with student (LC approves)	Upon completion or termination of supplementary learning activities other than an external course	Current file, student, Skills Specialist, tutor or workshop leader (if any)
33	Credit Assignment Summary	Secretary (from Overview of Student Activities) Learning Coordinator (Comments) Program Director approves	At the end of each term	Student, parent, permanent file, current file

Attachment 2

Summary of Forms and Instruments Used in Learning Coordination

Below are brief descriptions of the forms and instruments used to help students plan and document their learning. The forms, many of which serve several purposes, are presented roughly in the order they are discussed in the text. The rating scales and checklists, for example, which are used to assess a student's competences at entry and as progress monitoring instruments throughout his enrollment in the program, are listed under Entry Assessment. Blank copies of the forms follow these descriptions.

Entry Assessment

Item 1: Reading Checklist* (page 147)

The Learning Coordinator uses this form to record observations of the student's reading competence. Five indicators are listed for judging the student's ability to read and understand different types of material. The EBCE reading requirement is satisfactorily completed when the student successfully completes four of the five indicators for three types of materials. As the student demonstrates reading comprehension, the Learning Coordinator initials and dates the appropriate indicator(s) on the form. The absence of entries may indicate either a staff need to observe student performance or a student need for assistance. When the requirement has been met, the Learning Coordinator certifies it, keeps a copy of the form and gives copies to the student and the Secretary (for the permanent files).

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* This item is also used as a progress monitoring instrument throughout students' enrollment in EBCE.

Depending on local requirements you may also need to administer a standardized reading test at entry. (See Entry Assessment.)

Item 2: Oral Communications Rating* (page 149)

The Learning Coordinator keeps one of these forms in the student's file and verifies when the student is observed (by himself, other staff, or a Resource Person) to have demonstrated the performance described. Ten points, out of 15 possible, meets the oral communications requirement. When the student's competence has been certified, the Learning Coordinator places the original form in the student's current file and forwards copies to the student and the Secretary for the student's permanent records. Again, the absence of recorded observations may indicate a student needs assistance in this basic skill area.

Item 3: Quantitative Skills Checklist* (page 151)

As with Items 1 and 2, this form is kept in the student's current file for ready reference and access. As the Learning Coordinator verifies each indicator based on his own observations, or those of someone else, he notes it on the checklist. The student must show competence in all 11 quantitative operations listed. When the requirement is met, the Learning Coordinator gives a copy of the form to the student, keeps the original in his student's file, and sends one to the permanent file. Depending on local requirements, you may also need to administer a standardized mathematics test at entry. (See Entry Assessment.)

Item 4: Writing Scale* (page 153)

Soon after entering EBCE, the student is asked to write a 250-word essay under controlled conditions. The essay is rated by the Learning Coordinator

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* These items are also used as progress monitoring instruments throughout students' enrollment in the program.

or Skills Specialist using this scale. A score of eight (out of a possible 12) satisfies the EBCE writing requirement. If an essay is not rated as satisfactory, the student can either submit three major written products, which each receive a satisfactory rating, or he can write another 250-word essay under controlled conditions at a later date. A separate form must be used each time a written work is rated. Whenever it is used, the original is placed in the current files (if completed by the Skills Specialist, it goes to the Learning Coordinator for review first), a copy is sent to the student, and one goes to the Skills Specialist. When the student has satisfied the requirement, a copy is also forwarded to the permanent files.

Item 5: Job Information Questionnaire* (page 155)

This optional form is designed to show the amount of information a student has about a job or career he is considering or has explored. It can be used as an assessment instrument or as a project product. If part of a project, it should be submitted along with the other elements of the student's completed project and filed with them.

Item 6: Career Information Checklist* (page 159)

This instrument is used by the Learning Coordinator to keep track of the career fields and jobs students investigate. It provides a record of progress toward and completion of the EBCE career awareness requirement. When the student demonstrates knowledge of a career, the Learning Coordinator checks the appropriate boxes. When complete, copies of the form are filed in the student's current and permanent files and one is given to the student.

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* These items are also used as progress monitoring instruments throughout students' enrollment in EBCE.

Item 7: Career Decision-Making Rating* (page 161)

Based on an oral or written explanation of his post-high school plans, the Learning Coordinator rates the student's ability to use principles of informed decision-making. The rating form can be used at entry if desired. The final rating, to determine whether the student has satisfied the EBCE requirement, should be made no later than the beginning of his last term in the program to allow the student time to acquire any additional information for formulating his plans. Completed rating forms are filed in both the permanent and current files, and a copy is given to the student.

Item 8: Career Decision-Making Questionnaire* (page 163)

This is an optional form listing some questions that can be used to elicit information about the student's post-high school plans and use of the principles of informed decision-making. The student may respond to the questions orally or in writing. If the student decides to write his responses on the form, it should be filed with the Career Decision-Making Rating in his current and permanent files.

Item 9: Initial Planning Worksheet (page 165)

This form is completed by the student immediately upon entry to the program. On it he lists career and educational interests and answers several questions designed to help him think about what he would like to accomplish in the program. It provides the LC with leads for early discussions to assess the student's goals, needs, and interests as a basis for long-term planning and is filed in his current file.

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* These items are also used as progress monitoring instruments throughout students' enrollment in EBCE.

Program Planning

Item 10: Long-Term Plan (page 169)

Graduation course and credit needs are filled in by the Learning Coordinator before the student receives a copy. The remainder of the form is completed by the student with as much help as needed from his LC. The student lists career and educational plans; graduation and program requirements; specific careers, subjects, and issues he wants to explore; and then makes tentative plans for when to complete each requirement, satisfy each need, and pursue each interest. Those identified for the current term become his short-term goals. The Long-Term Plan, completed at the beginning of every term, is revised when necessary during the term. Changes are initialed and dated by the student and Learning Coordinator. Plans should be completed within the first four weeks of each term. Copies are filed in current and permanent files, one is given to the student, and one is mailed to his parents.

Item 11: Overview of Student Activities (page 171)

This form is used by the Learning Coordinator to record a student's projects and supplementary activities as the student initiates them. He estimates the amount of credit the student will receive for each activity and records credit on the form as it is earned. The Overview gives the Learning Coordinator an up-to-date record of the student's entire program.

Item 12: Weekly Activity Schedule (page 173)

The student lists his planned activities as completely as possible before each new week begins. He keeps a copy and gives one to his Learning Coordinator, who posts it outside his office. The student enters any changes on both copies daily.

Item 13: Physical Education Plan (page 175)

This form is used when students can earn physical education credit with independent activities or external courses. (If students must enroll in regular physical education classes, this form is unnecessary.) It is completed by students at the beginning of each term. The form requires the approval of the Learning Coordinator, who, from time to time, will check with the listed person(s) to verify the student's activities. Any changes during the term should be recorded, initialed by the Learning Coordinator and student, and dated. The Physical Education Plan is filed with other current records and a copy goes to the student.

Item 14: Request for Supplementary Assistance (page 177)

The upper part of the form is completed by the student and Learning Coordinator when a need has been identified. The lower portion is completed by the Skills Specialist. When the request has been acted upon, the Skills Specialist returns the original to the Learning Coordinator, keeps a copy, and, when appropriate, sends one to the tutor or workshop leader. The Learning Coordinator should review the form before filing it to be sure the activity chosen meets the student's needs and is consistent with his total program. If a potential problem is identified, the Learning Coordinator should consult both the student and the Skills Specialist.

Item 15: External Course Description (page 179)

The student completes this form for any external course in which he plans to enroll. Community college courses, Red Cross courses, community center classes, or adult education classes are all considered external courses. The student states his reasons for taking the course and includes a description of it. The Learning Coordinator must approve all external courses by signing the form. He keeps this form in the current file, gives a copy to the student, and sends one to the Skills Specialist. When the

course is completed, the Learning Coordinator (based on a written or oral report from the instructor) fills out the bottom section with the amount and kind of credit and a quality assessment. At the end of the term the form is transferred, with the rest of the student's records, to the permanent files.

Item 16: Workshop Description (page 181)

A planning form for workshop leaders, the Workshop Description is used to assure that students understand the objectives and methods of a workshop, including the basis for credit assignment, if any, for it. Whenever possible, this form is completed after discussing objectives and performance criteria with the workshop participants. The last section of the form provides space for students to report their participation and evaluate the workshop. After completing this section, the student submits the form to his Learning Coordinator, who keeps it in the student's file. It is used as part of the documentation for credit assignment along with the Summary Progress Report. The Skills Specialist also receives a copy. Student evaluations of the workshops may be summarized and discussed with the workshop leader to guide planning for future workshops.

Item 17: Diagnosis and Plan (page 183)

When a student begins a supplementary activity (other than an external course or most workshops), the Skills Specialist, tutor, or workshop leader records on this form the student's diagnosed need, and the agreements reached with the student on objectives, performance standards, and credit. The Skills Specialist reviews the plan and forwards the original to the Learning Coordinator for approval. Copies are given to the student and tutor or workshop leader, the Skills Specialist keeps a copy, and a copy is placed in the student's current file.

Item 18: Project Sketch (page 185)

This is a tool used by the student to prepare for as many as three related resource Orientations. When a student completes a Project Sketch, he gives it to his Learning Coordinator for approval. The original is filed in the student's current file. This is one source of information for the Learning Coordinator's monitoring of the student's activities and progress in developing projects. If the student subsequently develops a project, the associated Student Project Plan is filed with the Project Sketch(es). The student takes a copy of the Project Sketch with him to Orientations.

Item 19: Resource Exploration Approval (page 187)

The student fills out this form after he and the resource have agreed to work together and arranged a schedule of future meetings. It informs Learning Coordinators when a student is ready to begin his project activities. The Learning Coordinator must approve the student's request and he then forwards it to the Resource Analyst who may need to control the number of students working with a particular resource. (See Resource Development.)

Item 20: Student Project Plan (page 189)

This form is completed by the student with as much help as he needs from his Learning Coordinator. The last page(s) of the form is used both for planning and evaluating the student's work. Here a student states his goals and indicators, products, evaluators, and due dates. He begins working on this form during the initial planning of his project, concurrent with resource Orientations and the beginning of Explorations. After he has learned enough about his area of interest to know specifically what he wants to learn, he develops his goals and indicators. One month before the project completion date, the last page(s) should be completed with goals and indicators agreed upon by the student and his Learning Coordinator. Copies of this form go in the student's current file, to his resources and designated evaluators, and to the student.

When the project has been completed, the evaluators certify on the last page(s) whether goals and indicators have been achieved.

Item 21: Student Project Checklist (page 193)

The first part of this form is used to review the adequacy of the student's Project Plan, along with the appropriate package goal checklist (see the Project Planning Packages). The lower part of the form is for assessing a student's progress toward completion of his project. The Project Checklist should be referred to at least once during the planning and again before completion of the project. It is an optional instrument that does not need to be filed. (The package goal checklist, however, should be filed with the student's Project Plan.)

Item 22: Request for Resource (page 195)

A student completes this form when he is interested in a career, a subject, or an issue for which there are no developed resources. The student states the reason for his request, the learning activity level he would like to engage in, and his suggestions (if any) for potential resources to contact. After his Learning Coordinator reviews and approves the request, it is forwarded to the Resource Analyst. If the Resource Analyst can immediately fill the student's request, he notes the results on the form, sends a copy to the student and the original to the Learning Coordinator, and retains a copy for his files. If additional action is required, the Resource Analyst records the action taken thus far and its outcome on the form, notifies the student and the Learning Coordinator orally or by note, and completes the form either when the request is filled or he decides he cannot fill it. The form should be returned to the student and Learning Coordinator only after final action has been taken.

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* This item is also used for progress monitoring.

Progress Monitoring

Item 23: Student Activity Report (SAR) (page 197)

The SAR provides staff with information about what activities students are involved in; which resources they are visiting, for how long, and how often; and how much time per week they are spending on school activities. Since it is completed by students at the end of the week, it can be checked against the Weekly Activity Schedule (prepared at the beginning of the week) to see how students' plans compare with their activities. After being reviewed by the Learning Coordinator, these forms are filed in students' current or permanent files depending on local needs. (If the EBCE program has access to computer facilities, the staff may wish to ask the FWL-EBCE evaluation staff about a computer program for summarizing data from the SARs. This program is available for adaptation by your district.)

Item 24: Student Orientation Objectives Checklist (page 199)

This instrument lists all the objectives new students must accomplish during their first six weeks in the program to receive orientation credit. As the student completes an objective, he checks it off on the form and has his Learning Coordinator verify it. When all objectives have been met, the Learning Coordinator assigns credit. The completed form is filed in the current file along with the student's orientation products (a mini-project and other evidence of satisfaction of the objectives).*

Item 25: Resource Contact Report — Student Assessment (page 201)

The Learning Coordinator completes one of these after a phone call or personal visit to a resource to assess the progress of a student. Here he records his observations about the student's learning and activities at the site. This includes checking the student's progress toward his project goals

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* See the Orientation handbook for a complete discussion of this form.

and identifying problems the resource faces in helping the student achieve them. There should be at least three contacts (and reports) per student project: one before approving the Project Plan to make sure the resource has seen it; one before the student has finished his project to assess his progress; and one after the student has completed his project goals to obtain the resource's evaluation and comments. These reports are filed with the appropriate project in the student's current file.

Item 26: Progress Report (page 203)

This form is used by the Skills Specialist, a tutor, or a workshop leader to report the student's progress in a supplementary learning activity (except for very brief workshops and external courses which require other means of obtaining such information). It is completed monthly, or more often if the student is having difficulty. The Skills Specialist keeps a copy, one copy is for the tutor or workshop leader, one for the student, and the original goes to the student's Learning Coordinator, who reviews (and files) it, and discusses the reported progress or problems with the student.

Item 27: Progress Monitoring Worksheet (page 205)

This form is used by the Learning Coordinator to record and keep track of his assessment of student strengths and needs in basic skills, life skills, and career development; specific observations or indicators of the student's attitude, knowledge, and skills; and the actions he decides to take in working with the student. Whatever is written here should be discussed with the student and is confidential between the student, the Learning Coordinator, and the student's parents. These forms are filed only in the current files and are discarded when the student leaves the program.

Item 28: Career Orientation Guide (page 207)

This instrument is designed to help a student gain specific kinds of information about careers. An optional form, the student can take it with

him to resource Orientations or Explorations as a tool for asking significant questions and making significant observations. He can complete parts of it during the site visit, but the last sections, asking for an evaluation of the career in relation to his own goals, values, and desired lifestyle, must be completed later. Completed Career Orientation Guides may be submitted as project products and, as such, are filed with the student's related project materials.

Item 29: Career Entrance Skills Checklist (page 221)

On this optional checklist the Learning Coordinator can record when a student has successfully obtained information on employment and educational opportunities, completed applications for jobs or for school admissions, taken interviews, written letters of application, and prepared a resume. When used, it is filed with the other rating scales and checklists.

Item 30: Student Program Checklist (page 223)

This form lists the criteria for an acceptable student program. The Learning Coordinator keeps a copy as a handy reference for reviewing a student's activities. It is not a form that must be filled out. Learning Coordinators should compare the student's activities with these criteria at least once a term. The Learning Coordinator may choose to use the form to report problems with a student's program to the EBCE Program Director.

Credit Assignment

Items 14 and 15 are used to record credit assigned for the completion of orientation objectives and external courses, respectively.

Item 31: Project Summary Report (page 225)

The student completes this form each time he finishes a project in order to summarize and evaluate his own work and request credit. (The Learning Coordinator may have to help him fill out the form.) On it, he records activities in which he participated, goals he completed, additional significant learning not stated in the goals, and the amount and type of credit he is requesting. This, along with the Project Plan (containing evaluator ratings, comments, and initials) and completed products, is the supporting evidence the Learning Coordinator reviews for credit assignment. After discussing his credit determinations and quality assessments with the student, the Summary, Plan, and products are filed in the student's permanent records.

Item 32: Summary Progress Report (page 229)

This form is used to summarize the student's progress upon completion (or termination) of supplementary learning activities other than external courses. It reports the student's performance, and records credit earned and a quality assessment. It is completed by the Skills Specialist (or by the tutor or workshop leader and approved by the Skills Specialist). Copies are given to the Learning Coordinator for his review, approval, and filing and to the student, the Skills Specialist, and the tutor or workshop leader.

Item 33: Credit Assignment Summary (page 231)

Throughout the term the Learning Coordinator keeps an up-to-date record of each student's assigned credits on the Overview of Student Activities. At the end of the term, he summarizes those credits on this form which, since it becomes a final report to parents, is typed by the Secretary. When approved by the Program Director, copies are distributed to the student and his parents and the original is placed in the permanent file. The information on this form is then transcribed by the Secretary onto the student's official transcript. (These procedures may have to be modified to meet district reporting requirements.)

Attachment 3

Forms

Experience-Based Career Education	READING CHECKLIST					
STUDENT	A	B	C	D	E	F
INDICATORS OF READING COMPREHENSION	*News Articles*	*Literary Works*	*Texts*	*Business Documents*	*Techn'l Instructions*	*Technical Articles*
1. Communicates an understanding of the author's purpose, citing supporting evidence						
2. Communicates an understanding of the author's main points, citing supporting evidence						
3. Cites and locates specific facts						
4. Identifies the author's biases, citing supporting evidence						
5. Draws inferences and conclusions, extending interpretations beyond the printed information						

Examples of Reading Materials

A. NEWS ARTICLES - *newspapers, magazines*

B. LITERARY WORKS - *novels, essays, literary magazines, and reviews*

C. TEXTS - *sources of information such as textbooks, encyclopedias, Occupational Outlook Handbook*

D. BUSINESS DOCUMENTS - *leases, loan agreements, tax instructions*

E. TECHNICAL INSTRUCTIONS - *automobile repair manual, electronic kit instruction manual*

F. TECHNICAL ARTICLES - *professional and scientific journals, magazines, reviews and reports*

QUALIFICATION CRITERIA: *To meet the EBCE reading requirement, there must be evidence that the student can do FOUR of the above five indicators with each of THREE of the six types of material.*

NOTE TO OBSERVER: Enter your initials and the date on the appropriate line in the materials section when you verify a competency. Before doing so be sure that you have made enough observations in different situations (such as group discussions, oral and written presentations, and visits to resources) to be reasonably certain that you have accurately judged the student's skills.

I certify that the student has met the EBCE reading requirement. LC _____ DATE _____

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file

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Experience-Based Career Education	ORAL COMMUNICATIONS RATING		
STUDENT			
STUDENT ACTION	OBSERVER'S NAME *(EBCE staff or RP)*	DATE	VERIFIED BY *(LC)*
1. *The student successfully transacted business on the telephone, e.g., made an appointment with a resource stating his/her name, purpose for calling, and areas of interest. (Maximum: 3 points)*			
2. *The student clearly explained to a resource what he/she wanted to learn at the site. (Maximum: 2 points)*			
3. *The student answered questions about his/her learning activities, explaining what he/she was doing and why, to your satisfaction. (Maximum: 2 points)*			
4. *The student successfully followed complex verbal directions (more than one item or step was involved). (Maximum: 2 points)*			
5. *The student helped another student by giving him/her clear verbal directions. (Maximum: 2 points)*			
6. *When asking for help from a staff member or a resource, the student effectively stated the problem confronting him/her. (Maximum: 2 points)*			
7. *The student made a formal presentation which communicated information, ideas, and informed opinion to a group of at least three students and staff. (Maximum: 2 points)*	*Type of Group:*		
	Type of Group:		

Please comment on the student's overall ability to communicate orally _____

_____

_____

NOTE: 10 POINTS ARE REQUIRED TO SATISFY THE ORAL COMMUNICATIONS REQUIREMENT. TOTAL POSSIBLE POINTS = 15

I certify that the student has met the oral communications requirement for EBCE.

LC DATE TOTAL POINTS

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Item 3

Experience-Based Career Education	QUANTITATIVE SKILLS CHECKLIST
STUDENT	LC

Please review the Certification Criteria and Verification sections on the reverse side of this checklist before proceeding with your observations of the student's performance and competency.

TASKS

The student has demonstrated his/her ability to perform the tasks described below.

DESCRIPTION OF TASKS PERFORMED	OBSERVER	VERIFIED BY *(Initials)*	DATE
1.			
2.			
3.			
4.			
5.			
6.			

OPERATIONS

By performing the above tasks, the student has demonstrated his/her competence in the operations listed below.

OPERATION	TASK NO.	VERIFIED BY *(Initials)*	DATE
1. Addition of whole numbers			
2. Subtraction of whole numbers			
3. Multiplication of whole numbers			
4. Division of whole numbers			
5. Addition of fractions			
6. Subtraction of fractions			
7. Multiplication of fractions			
8. Division of fractions			
9. Conversion of fractions to decimals			
10. Use of decimals and percent			
11. Measurement			

I certify that the student has met the quantitative skills requirement for EBCE.

LC DATE

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QUANTITATIVE SKILLS CHECKLIST - *Instructions for Observers*

CERTIFICATION CRITERIA

In order to meet the EBCE requirement, the evidence must show that the student can perform at least six tasks that, in total, demonstrate competency in all eleven of the quantitative operations on the checklist. Examples of tasks are shown below.

1. *Balance a checkbook.*
2. *Compute the interest on a loan.*
3. *Determine the number of square feet of floor space in a house or apartment.*
4. *Determine how much paint to buy for a room of given size.*
5. *Complete a federal income tax return (Form 1040), including tax calculation.*
6. *Make change.*
7. *Calculate miles per gallon of gasoline.*
8. *Convert quantities in a recipe to increase or decrease the quantity yielded by the original recipe (food recipe, paint mix recipe, etc.)*
9. *Calculate the cost of owning a given automobile for three years.*
10. *Construct a budget.*

NOTE TO THE LEARNING COORDINATOR:

The tasks that you select to assess a student's performance do not have to be exactly the ones listed above, but they should be comparable tasks. Means of making observations include giving the student practical problems to solve, encouraging the student to incorporate quantitative goals and indicators in his/her projects, and administering tests.

VERIFICATION

When you verify the student's competency, enter your initials and the date in the appropriate space provided in the Task and Operations sections. Be sure to enter the numbers of the tasks observed in the first column of the Operations section.

Experience-Based Career Education	WRITING SCALE					
WRITING SKILL	Consistently	Frequently	Occasionally	Never or Almost Never	Rating points*	Area(s) in which additional work would help the student overcome writing deficiencies. (Check appropriate items)
1. Is the student able to organize and present ideas clearly?						[ ] Paragraphs [ ] Logical Development of Ideas [ ] Use of Specific Detail [ ] Other _____
2. Does the student structure sentences correctly?						[ ] Word Order [ ] Phrases [ ] Clauses [ ] Sentence Completion [ ] Other _____
3. Does the student use grammar and vocabulary correctly?						[ ] Verbs [ ] Pronouns [ ] Possessives [ ] Adjectives [ ] Plurals [ ] Word Choice [ ] Other _____
4. Does the student use punctuation correctly and spell accurately?						[ ] Capitalization [ ] Periods [ ] Commas [ ] Spelling [ ] Other _____
A score of 8 on an essay written under controlled conditions or on three consecutive written projects satisfies the EBCE writing requirement. SCORE						ITEM RATED: [ ] Essay (controlled test) [ ] Journal [ ] Project Report [ ] Letter [ ] Other _____

Please comment on the student's overall ability to communicate in writing: _____

*CRITERIA	RATING
Consistently (90% of work is acceptable)	3
Frequently (50% or more of work is acceptable)	2
Occasionally (Less than 50% of work is acceptable)	1
Never or Almost Never (10% or less is acceptable)	0

EVALUATOR'S SIGNATURE _____ DATE _____

STUDENT _____

I certify that the student has met the writing skills requirement for EBCE.

LC _____ DATE _____

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Item 5

Experience-Based Career Education	JOB INFORMATION QUESTIONNAIRE

Completing this questionnaire is one way of demonstrating what you know about a career you are considering or a particular job you have explored. Answer the following to the best of your ability.

STUDENT LC DATE

CAREER OR JOB TITLE

1. I have visited [ ]0, [ ]1, [ ]2, [ ]3 or more resource sites where this job is performed.

2. List five things you would have to do as part of this job.

_____

_____

_____

_____

_____

3. What level of schooling or type of training is generally required of persons entering this job?

[ ] Less than high school graduation
[ ] High school graduation
[ ] Two years college
[ ] Military training
[ ] On-the-job training
[ ] Four years college
[ ] More than four years college
[ ] Special vocational school
[ ] Apprenticeship training

4. What school subjects or areas of study are most related to this kind of work? (Is knowledge of certain subjects likely to make one more successful on the job? If so, what subjects are they?)

_____

_____

_____

_____

_____

5. What special licenses or certifications must be obtained and what must be done to get them? (For example, acquiring a radio operator's license, a teaching certificate, or a license to operate a day care center or to sell real estate.)

_____

_____

_____

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JOB INFORMATION QUESTIONNAIRE	*Page 2 of 4*

6. What range of pay could you expect from this kind of work? $ _____

7. Are any physical qualities required for persons doing this kind of work (e.g., able to stay on one's feet for long periods of time or lift heavy loads; height, vision, etc.)?

_____

_____

_____

8. Describe the physical surroundings in which this work is generally performed (e.g., indoor, outdoor, crowded, spacious, clean, dirty, colorful, drab, etc.).

_____

_____

_____

9. List at least five tools, instruments, or pieces of equipment used in this work.

_____

_____

_____

_____

_____

10. Describe the personality of the type of person you would expect to do well in this job. Name at least three characteristics (e.g., calm, industrious, good leader, friendly, etc.).

_____

_____

_____

_____

_____

11. Can these qualities be developed or learned? If so, how?

_____

_____

_____

_____

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JOB INFORMATION QUESTIONNAIRE	*Page 3 of 4*

12. Do you think in the next few years there will be much of a demand for people in this kind of job? How do you know?

13. How is the nature of the job likely to change over the next ten years? Why?

14. What likelihood is there of advancement or promotions for people in this job? Explain.

15. What are three related or similar jobs that a person who does this job might also be able to do and might enjoy doing?

16. What influence does this job have on one's lifestyle (e.g., effect on family life, geographical location, avocations, people one associates with, etc.)? Be as specific as you can and say why you think so.

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JOB INFORMATION QUESTIONNAIRE	*Page 4 of 4*

17. What kinds of things about this job would you most <u>like</u>? Why? Name at least four characteristics or aspects of the job that you like.

18. What would you most <u>dislike</u> about this job? Why? Name at least four things.

19. What are the likely working hours for people doing this job?

20. I have obtained information about this job from the following sources (check as many as apply):

[ ] Visiting job site(s)
[ ] Talking to my LC
[ ] Talking to friends
[ ] Talking to people on the job
[ ] Talking to my parents
[ ] Television, radio, newspaper
[ ] Other printed material (specify): _____
[ ] Other (specify): _____

21. In what ways do you feel that this would be a good job for you? How does it match with your interests, values, abilities, and goals?

22. In what ways would this <u>NOT</u> be a good job for you? Be specific.

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Experience-Based Career Education	CAREER INFORMATION CHECKLIST *(See instructions on back)*

STUDENT

NUMBER OF YEARS STUDENT PLANS TO BE IN PROGRAM _____

CAREER FIELD	JOB TITLE	CAREER INFORMATION							
		Roles & function of employee	Relation of career to other career areas	Qualification & routes for entry	Working conditions, rewards & benefits	Current & projected demand	Effect on lifestyle	Personal evaluation	LC's initials & date

I certify that the student has met the career awareness requirement for EBCE. LC _____ DATE _____

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file

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CAREER INFORMATION CHECKLIST

INSTRUCTIONS TO LEARNING COORDINATOR

To meet the EBCE career awareness requirement, the student must show that he/she is knowledgeable about at least three career fields for each year he/she is in the program. Normally this would be shown by knowledge of at least two jobs in each field. However, a student may meet the requirement by showing knowledge of fewer jobs in more areas or more jobs in fewer areas. (Two closely related jobs, such as medical lab technician and medical lab assistant or streetcar motorman and bus driver, count as a single job.) But before certifying that the student has met the requirement, be sure he or she has explored jobs at various levels across diverse career fields.

For each job, the student must demonstrate knowledge of at least four of the six kinds of information listed. The student must evaluate every job in terms of his or her own abilities, interests, values, goals, and preferred lifestyle. When you have verified this, enter the name of the career field and the job, check the kinds of knowledge demonstrated by the student and add your initials and date.

When the student has satisfied the EBCE requirement, certify in the space provided, give a copy of the checklist to the student, and forward a copy to the permanent files.

Item 7

Experience-Based Career Education	CAREER DECISION-MAKING RATING

STUDENT _____

The Learning Coordinator completes this form before the student's last term in the program, based on: the student's oral or written responses to the Career Decision-Making Questionnaire and a review of his Career Orientation Guides, Job Information Questionnaires, and all project products that demonstrate his/her knowledge or use of career decision-making skills. The student must receive a yes rating on items 1 through 8 or 2 through 9 to meet the EBCE career decision-making requirement.

	YES	NO
1. Can the student state his/her career plans for the coming year, including any plans for additional education or training?		
2. Does the student recognize career-related decisions that need to be made?		
3. Has the student examined career options in terms of his/her values and preferred lifestyle?		
• Does he/she know what his/her current values are? What he/she cares most about?		
• Does he/she know whether the careers he/she is considering will help or make it more difficult for him/her to be the kind of person and live the kind of life he/she wants?		
4. Does the student possess sufficient information about the options he/she is considering to make informed decisions?		
• If not, what kind of information does he/she still need to acquire? *(Check when information is acquired)*		
_____		
_____		
_____		
5. Has the student examined his/her abilities in relation to the alternatives he/she is considering?		
• Does he/she know what he/she will have to do to prepare himself/herself to meet entry requirements and to succeed in his/her chosen endeavor?		

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CAREER DECISION-MAKING RATING (Continued)

	YES	NO
6. Has the student anticipated possible barriers or obstacles such as cost, competition, availability of positions?		
7. Does the student have any contingency plans should his/her interests change or barriers arise which prevent him/her from entering his/her chosen career?		
8. Does the student know how to make an informed decision, including the steps listed below or their equivalent?		
• Determine the importance of the decision. (The possible effects of deciding, not deciding, or postponing a decision.)		
• Identify possible alternative actions; consider as many options as possible.		
• Predict the possibility and probability of outcomes for each action.		
• Identify criteria (values) for determining which outcomes are most desirable.		
• Evaluate outcomes and options in terms of desirability and feasibility.		
9. If the student does not have well-formulated career plans, can he/she identify the kinds of information he/she needs to acquire about himself/herself and his/her options before making decisions about his/her immediate future?		
• Does he/she have realistic plans for acquiring this information?		

I certify that the student has met the EBCE career decision-making requirement.

LC _____ DATE _____

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Item 8

Experience-Based Career Education	CAREER DECISION-MAKING QUESTIONNAIRE
STUDENT	LC DATE

Please answer the following questions to the best of your ability. Use additional pages if necessary.

1. What decisions about your immediate future do you still need to make and when should you make them?

2. What do you plan to do after leaving high school?

3. What options did you consider when making these plans?

4. Why did you choose this particular course of action?

5. What career fields have you considered entering?

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CAREER DECISION-MAKING QUESTIONNAIRE (Continued)

6. Have you selected a particular career or careers to prepare yourself for? Which one(s)?

7. Why do you believe that this is the best choice for you? How does the career(s) relate to your values, abilities, or other goals?

8. What do you plan to do if your interests change or you are unable to enter your chosen career?

9. If you have not made any plans, what kinds of information do you need about yourself and the possible things you might do after high school to make informed decisions about your immediate future?

10. Where and how will you obtain that information?

Item 9

Experience-Based Career Education	INITIAL PLANNING WORKSHEET
STUDENT	GRADE
LEARNING COORDINATOR	DATE

1. *Have you identified any specific career(s) you would like to know more about?*

   [ ] *Yes* [ ] *No* *If yes, state the career(s) of interest:*

   _____

   _____

   _____

2. *Do you presently have plans to pursue or begin training in any career(s) after you finish high school? Which one(s)?*

   _____

   _____

   _____

3. *If you DO plan to pursue or begin training for a specific career after you finish high school, please list the things you have to do before you can actually begin work in your chosen career such as complete apprenticeship training, qualify for a license, earn an A.A., B.A., or other degree(s), etc.*

   _____

   _____

   _____

   _____

4. *While you are enrolled in EBCE, you will be able to explore careers by working with people engaged in various kinds of jobs. You may spend time with a person primarily DISCUSSING his/her career or job, or you may spend more time and learn to PARTICIPATE in some of the things that person does as part of his/her job. Please list the career(s) in which you have an interest and check the kinds of experience you would like to have for each. (Note: What you say here does NOT mean you have to do these things.)*

CAREER OR JOB	EXPERIENCE DESIRED *(Please check)*	
	Discussion	Participation

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INITIAL PLANNING WORKSHEET	Page 2

5. *If you plan to continue your formal education after you finish high school, check [•] the level of education you hope to achieve and (if possible) list the name of the institution you are planning to attend.*

[ ] Community College _____

[ ] State University _____

[ ] Private College or University _____

[ ] Business School _____

[ ] Vocational/Trade School _____

[ ] Apprenticeship _____

[ ] Graduate or Professional School _____

[ ] Company Training Program _____

[ ] Military Training _____

[ ] Other (specify) _____

6. *What subjects and social issues are of particular interest to you?*

_____

_____

_____

_____

_____

7. *Please check any of the following areas in which you would like to have extra help while you are in EBCE:*

[ ] Reading

[ ] Mathematics

[ ] Writing

[ ] Expressing Yourself

[ ] Meeting and Dealing with People

[ ] Study Habits

[ ] Health and Fitness

[ ] Other (specify)

_____

_____

_____

_____

_____

_____

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INITIAL PLANNING WORKSHEET	STUDENT:	Page 3

8. *What are your favorite leisure activities? Why?*

9. *What social and/or recreational activities would you like to be a part of, especially those which could include other EBCE students? What team activities would you like to be a part of?*

10. *What else do you think your Learning Coordinator should know about you, your goals, interests, or needs?*

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Experience-Based Career Education	LONG-TERM PLAN

Student | Grade Level | Term

Learning Coordinator | Planned Graduation Date

WHAT ARE YOUR CURRENT POST-HIGH SCHOOL CAREER AND/OR EDUCATIONAL PLANS? *(Indicate the alternatives you are considering below)*		HOW CERTAIN DO YOU FEEL ABOUT YOUR PLANS?		
		Just Thinking About It	*Reasonably Certain I Will Pursue It*	*Very Certain*
CAREER PLANS	1.			
	2.			
	3.			
	4.			
EDUCATIONAL PLANS	1.			
	2.			

DISTRICT GRADUATION REQUIREMENTS			WHEN DO YOU PLAN TO COMPLETE EACH?			
Confirmed with counselor? [ ] *Yes* [ ] *No*		*Credits Needed*	*This Term*	*Next Term*	*Next School Yr*	*Other*
READING	*Passed Test* [ ] *or Completed Reading Workshop* [ ]					
MATH	*Passed Test* [ ] *or Completed Math Workshop* [ ]					
REQUIRED COURSES	*Mathematics*					
	Science					
	English					
	World Studies					
	Related Social Science					
	United States History					
	Related Social Science					
	American Government					
	Related Social Science					
	Physical Education					
ELECTIVES						
OTHER						
	TOTAL					

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Item 10

LONG-TERM PLAN						Page 2 of 2
EBCE REQUIREMENTS	COMPLETED?	DO YOU WISH TO DEVELOP THESE SKILLS OR KNOWLEDGE FURTHER?	WHEN DO YOU PLAN TO WORK ON EACH?			
			This Term	*Next Term*	*Next School Yr*	*Other*
1. Reading Skills						
2. Quantitative Skills						
3. Oral Communication Skills						
4. Writing Skills						
5. Career Awareness (6 careers per year)						
6. Career Decision-Making Skills						
CAREER FIELDS YOU WANT TO EXPLORE						
SUBJECTS OR ISSUES YOU WANT TO EXPLORE						
List additional education requirements you must meet and/or skills you must acquire if you are to pursue your post high school plans (including college entrance requirements).						

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Experience-Based Career Education	OVERVIEW OF STUDENT ACTIVITIES	*Term* _____ *Year* _____
STUDENT	LEARNING COORDINATOR	DATE

	PROJ NO.	PROJECT TITLE	PACKAGE	PROJECT PLAN APPROVED *(Date)*	REVISED PLAN APPROVED *(Date)*	PLANNED END DATE	CREDITS PLANNED		CREDITS EARNED		
							Subject	*Amount*	*Subject*	*Amount*	*Date*
STUDENT PROJECTS											

		Course Title	*Agency*	*Days & Time*	*Begin Date*	*End Date*					
OTHER ACTIVITIES	EXTERNAL COURSES										
		Subject	*Tutor or Workshop Leader*		*Is Plan Complete?*	*End Date*					
	TUTORIALS/ WORKSHOPS										
	PHYSICAL EDUCATION	*List Major Activities:*									
		Is Physical Education Plan on file? [ ] *Yes* [ ] *No*				TOTAL					

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Item 12

Experience-Based Career Education	WEEKLY ACTIVITY SCHEDULE Week of _____

Enter planned activities at school and appointments with resources. Update daily.

Student _____ LC _____

		TIME	MORNING	TIME	AFTERNOON
MONDAY	SCHOOL				
	FIELD		Circle: RP, RO, CR Name Phone		Circle: RP, RO, CR Name Phone
TUESDAY	SCHOOL				
	FIELD		Circle: RP, RO, CR Name Phone		Circle: RP, RO, CR Name Phone
WEDNESDAY	SCHOOL				
	FIELD		Circle: RP, RO, CR Name Phone		Circle: RP, RO, CR Name Phone
THURSDAY	SCHOOL				
	FIELD		Circle: RP, RO, CR Name Phone		Circle: RP, RO, CR Name Phone
FRIDAY	SCHOOL				
	FIELD		Circle: RP, RO, CR Name Phone		Circle: RP, RO, CR Name Phone

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Item 13

Experience-Based Career Education	PHYSICAL EDUCATION PLAN *(please print)*
STUDENT	TERM LC

To the Student:

Record below <u>your</u> planned physical education activities and who will be able to verify that you engaged in these activities. Check with your Learning Coordinator to assure that your planned activities are sufficient to justify the physical education credit you desire.

PLANNED ACTIVITY	HOW OFTEN	HOW LONG EACH TIME	AVERAGE HOURS/ WEEK	LOCATION OF ACTIVITY	NAME & PHONE NO. OF PERSON *who can verify that you engaged in activities shown*
Baseball					
Basketball					
Bowling					
Exercises					
Handball					
Jogging					
Swimming					
Tennis					
Volleyball					
Other (specify)					
Physical Education Rest				*Medical form on file?* [ ] *Yes* [ ] *No*	
TOTAL HOURS OF PHYSICAL ACTIVITY PLANNED EVERY WEEK				*Student's Signature*	
APPROVED BY LEARNING COORDINATOR				DATE	

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Item 14

Experience-Based Career Education	REQUEST FOR SUPPLEMENTARY ASSISTANCE

Note to Learning Coordinator: Give the form with the top section completed to the Skills Specialist. A copy of the form with the bottom section completed will be returned to you when action has been taken. Please use a separate form for each request.

ASSISTANCE IS NEEDED IN THE FOLLOWING SKILL OR SUBJECT AREA:

_____

_____

NAME OF STUDENT: _____

TYPE OF ACTIVITY PREFERRED: [ ] *tutorial* [ ] *workshop* [ ] *external course* [ ] *independent study using programmed materials*

DAYS AND HOURS PREFERRED: _____

LC APPROVAL _____ DATE _____
(signature)

TO STUDENT AND LEARNING COORDINATOR:

[ ] YOUR REQUEST HAS NOT BEEN FILLED BECAUSE _____

_____

_____

[ ] YOUR REQUEST HAS BEEN FILLED:

TUTOR *(name)* _____ DAYS AND HOURS _____

WORKSHOP LEADER *(name)* _____ _____

EXTERNAL COURSE *(title)* _____ PLACE _____

REMARKS: _____

_____

SKILLS SPECIALIST _____ DATE _____
(signature)

Distribution: Original (White), Pink, and Goldenrod - Skills Specialist; Yellow - student files. After bottom section is completed, return White to LC. When appropriate give Goldenrod to Tutor or Workshop Leader.

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Item 15

Experience-Based Career Education	EXTERNAL COURSE DESCRIPTION

STUDENT _____ LEARNING COORDINATOR _____

SCHOOL OR AGENCY OFFERING COURSE _____

_____

COURSE TITLE _____ INSTRUCTOR _____

CREDIT OFFERED BY SCHOOL OR AGENCY: _____ *Semester units;* _____ *Quarter units*

CLASS DAYS AND TIMES _____

SEMESTER OR QUARTER DATES: *From* _____ *through* _____

COURSE DESCRIPTION *(from school or agency catalog)* _____

_____

_____

YOUR REASON(S) FOR TAKING THIS COURSE: _____

_____

_____

_____

IS THIS COURSE PART OF A PROJECT?

[ ] YES *(Attach completed form to Project Plan.)* [ ] NO *(Explain reason below.)*

_____

_____

EBCE CREDITS TO BE EARNED: _____ *credits in* _____ *subject area*

LEARNING COORDINATOR'S APPROVAL _____ DATE _____

(NOTE: EBCE DIRECTOR'S APPROVAL IS REQUIRED FOR MORE THAN ONE COURSE PER SEMESTER.)

EBCE DIRECTOR'S APPROVAL *(if needed)* _____ DATE _____

EBCE CREDIT ASSIGNMENT

FINAL GRADE OR QUALITY ASSESSMENT RECEIVED FROM INSTRUCTOR _____

EBCE CREDITS APPROVED: *Subject* _____ *Credits* _____

LEARNING COORDINATOR'S SIGNATURE _____ DATE _____

REMARKS _____

_____

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Item 16

Experience-Based Career Education	WORKSHOP DESCRIPTION

SUBJECT/SKILL AREA _____ WORKSHOP LEADER _____

MEETING DATES _____ TIME _____

OBJECTIVES FOR STUDENTS _____

_____

_____

_____

_____

_____

_____

METHODS OR STRATEGIES: *(lecture, discussion, exercises, simulations, etc., and materials to be used)*

_____

_____

_____

TOTAL NUMBER OF MEETINGS PLANNED _____ APPROXIMATE LENGTH OF MEETINGS _____

CREDITS OFFERED *(if any)*: _____ CREDITS IN _____
(number) *(subject area)*

BASIS FOR CREDIT ASSIGNMENT: *(completion of above objectives, individualized objectives, participation in meetings, other)* _____

_____

STUDENT EVALUATION OF WORKSHOP: *Please use the space below to evaluate this workshop, indicating what you learned, liked or disliked, etc., and return this form to your Learning Coordinator for your file. Use additional pages if necessary.*

_____

_____

_____

_____

STUDENT'S NAME _____ NO. OF WORKSHOP MEETINGS ATTENDED _____ LC _____

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Item 17

Experience-Based Career Education	DIAGNOSIS AND PLAN *(for Supplementary Learning Activities)*

This form is to be completed by the Skills Specialist, Tutor, or Workshop Leader to record the needs and objectives of individual students.

STUDENT LC DATE

PREPARED BY POSITION

1. WHAT IS THE STUDENT'S GENERAL NEED? *(e.g., basic math, chemistry, oral communications)*

2. WHAT DIAGNOSTIC STEPS DID YOU TAKE TO DETERMINE THE STUDENT'S SPECIFIC NEEDS AND DIFFICULTIES? *(e.g., test, interview, written assignment)*

3. WHAT ARE THE STUDENT'S SPECIFIC NEEDS (RESULTS OF DIAGNOSIS)?

4. IDENTIFY LEARNING ACTIVITIES SELECTED:
   Workshop _____ *Tutorial* _____ *Independent Study* _____
   Materials _____ *Other* _____
   REASON: _____

5. HOW WILL THESE ACTIVITIES BE INTEGRATED WITH THE STUDENT'S PROJECT(S)?

6. OBJECTIVES AND PERFORMANCE STANDARDS AGREED UPON WITH STUDENT:
   (Use additional page if necessary.)

7. AMOUNT OF CREDIT YOU AND THE STUDENT PROPOSE FOR THE SUCCESSFUL COMPLETION OF THIS WORK:
   _____ *credits in* _____ *subject area*

8. SCHEDULE OF APPOINTMENTS OR WORKSHOPS WITH _____
   (Tutor/Workshop Leader)
   DAYS _____ TIMES _____ DATES: FROM _____ TO _____

SKILLS SPECIALIST'S APPROVAL _____ DATE _____

LEARNING COORDINATOR'S APPROVAL _____ DATE _____

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Item 18

Experience-Based Career Education	PROJECT SKETCH

Use this form to plan your resource Orientations. Obtain your Learning Coordinator's approval before visiting a resource.

STUDENT _____ LC _____ DATE _____

I. AREA OF INTEREST *(List the specific career, subject, or issue area you want to explore as a possible project)*

_____

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

III. WHAT RESOURCES WILL YOU USE?

RP/RO/CR *(Circle one)* _____ *Phone* _____

Address _____

RP/RO/CR *(Circle one)* _____ *Phone* _____

Address _____

RP/RO/CR *(Circle one)* _____ *Phone* _____

Address _____

OTHER RESOURCES *(Give name of person or title and author of books, articles, etc.)*

_____

_____

I HAVE READ THE RESOURCE GUIDE(S) [ ]Yes [ ]No If not, give reasons: _____

_____

_____

APPROVED BY LC _____ DATE _____

LC FOLLOW-UP	[ ] The student has decided to do a project in this interest area. [ ] The student has decided not to pursue this interest further because: _____

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES.

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Item 19

Experience-Based Career Education	RESOURCE EXPLORATION APPROVAL

Note to Student:

If you plan visits beyond the Orientation level with a resource, you must complete the information below and obtain your Learning Coordinator's approval.

Please print or type all entries and be sure of correct spelling.

RESOURCE NAME *RP[ ] RO[ ] CR[ ]*

TITLE

ORGANIZATION

STREET ADDRESS

CITY/STATE/ZIP

TELEPHONE

YOUR NAME DATE

PROJECT TITLE

PLANNED SCHEDULE OF ADDITIONAL VISITS *(including dates and times, if known)*:

COMMENTS:

LEARNING COORDINATOR'S APPROVAL DATE

Following approval by the Learning Coordinator, forward this form to the Resource Analyst, who will

1. *flag the resource file if the resource requested is being used to capacity and (if appropriate)*
2. *interview the resource and develop a Resource Guide.*

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Item 20

Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT _____ PROJECT NO. _____ PACKAGE _____

LC APPROVAL _____ DATE _____ DATE PROJECT STARTED _____

TECHNICAL ADVISOR(S) *(If any)* _____

I. PROJECT DESCRIPTION

A. *Title* _____

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. _____	_____
	2. _____	_____
	3. _____	_____

B. *Theme* *(Please give a brief description of your project)* _____

C. *Questions to be Investigated:*

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	*Initials*	*Date*	*End-of-Term Review*	*Initials*	*Date*

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STUDENT PROJECT PLAN	Page 2 of

II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits *(Identify resources already visited for Orientation)*

Resource Name	Address	Phone	RP	RO	CR	Hours Spent

B. Planned Visits *(Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)*

Resource Name	Address	Phone	Acty *Level			RP	RO	CR	Est. Hours
			O	E	I				

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research *(Give Titles and Authors)* _____

_____

_____

_____

_____

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS *(See Resource Guides. Some sites require special insurance, health certificates, etc.)*

A. Prequisites _____

B. Materials or Equipment _____

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits _____ Hrs. Product Production _____ Hrs.

B. Reading _____ Hrs. Other (specify) _____ Hrs.

TOTAL HOURS _____

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT _____

PLANNED PROJECT COMPLETION DATE _____

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION *(See instructions on reverse side)*	*Page of*

Student _____ *LC* _____ *Project Title* _____

Goals and Indicators	*For Indicators*		*For Evaluator's Use*		
	Due Date	*Evaluator*	*Date*	*Initials & Rating*	*Comments*

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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INSTRUCTIONS FOR COMPLETING
THE LAST PAGE(S) OF YOUR PROJECT PLAN

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

Item 21

Experience-Based Career Education	STUDENT PROJECT CHECKLIST

STUDENT LC DATE

	YES	NO
A. PLANS		
REQUIRED ELEMENTS OF PROJECT		
1. Has the student planned an Exploration with at least one RP or RO?		
2. Has the student identified related reading?		
3. Has the student specified at least one tangible product?		
4. Has the student identified interim deadlines for indicators and products and a deadline for project completion?		
5. Is there someone designated to evaluate each indicator and product?		
6. Does the student plan to attend all related project seminar meetings?		
7. Is the project related to the student's long-term plans?		
REVIEW OF GOALS AND INDICATORS:		
8. Do the goals and indicators focus on the development of knowledge of skills which will be useful in other contexts?		
9. Do they challenge the student to go beyond what he/she already knows or knows how to do?		
10. Does the importance of the goals and indicators warrant the estimated time involved?		
11. Do project goals and indicators meet minimum package goals? *(See appropriate package goal checklist.)*		
12. Are all the indicators realistic, given the time and resources available?		
13. Is each indicator stated in terms of observable student performance?		
14. Is there a sufficient number of indicators to determine whether the student has achieved his/her stated goals?		
15. Does each indicator include a performance standard?		
16. If not, should a performance standard be included?		
B. PROGRESS		
1. Have you checked the student's progress with his/her Resource Person(s)?		
2. Is the student involved in activities and working on products that will allow him/her to achieve his/her project goals and indicators?		
3. Has the student shown his/her Project Plan to his/her Resource Person(s)?		
4. Should the student's activities be redirected so that his/her original goals and indicators can be achieved?		
5. Is the student pacing his/her work to complete the project by the agreed-upon date?		
6. Should the student's Project Plan, goals and/or indicators be changed?		
7. Should the due date be rescheduled?		
8. Is the student participating in the appropriate project seminars?		

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Item 22

Experience-Based Career Education	REQUEST FOR RESOURCE

1. STUDENT _____ DATE OF REQUEST _____
2. CAREER, SUBJECT, OR SKILL AREA IN WHICH RESOURCE IS NEEDED _____
3. REASON DESIRED: [ ] *Career study* [ ] *Personal interest* [ ] *Graduation requirement* [ ] *Other (specify)* _____
4. INVOLVEMENT LEVEL DESIRED: [ ] *Orientation* [ ] *Exploration* [ ] *Investigation*
5. SUGGESTED RESOURCES OR CONTACTS: _____
6. STUDENT'S SIGNATURE _____ DATE _____
7. LC APPROVAL _____ DATE _____
8. ACTION TAKEN: *(Date and initial each entry.)* _____
9. RESOURCE ANALYST _____ DATE _____
   (signature)

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Distribution: After approval, LC holds Goldenrod (suspense copy) and forwards rest of set to Resource Analyst. After completing required action, Resource Analyst retains Pink copy and returns Yellow to Student and Original (white) to LC/files.

Item 23

Experience-Based Career Education	STUDENT ACTIVITY REPORT
STUDENT _____	Week No.
LC _____	Student ID No.

ACTIVITIES IN THE COMMUNITY

Resources Visited	Resource ID Number	Hours	Project Number
Other Project Activities in the Community			

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STUDENT ACTIVITY REPORT (CONTINUED)		
ACTIVITIES AT THE SCHOOL	HOURS	PROJECT NUMBER
Project Seminars		
1. *Commerce Package*		
2. *Life Science Package*		
3. *Physical Science Package*		
4. *Social Science Package*		
5. *Communications and Media Package*		
6.		
7.		
Study and Product Preparation		
Other Activities		
* *Workshops*		
* *Meetings with Tutor*		
* *Study Related to Tutoring*		
* *External Courses*		
Individual Meetings with LC		
Advisory Group Sessions		
Physical Education		
Other EBCE Activities (specify)		

* *Enter project number if related to a project.*

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Item 24

Experience-Based Career Education	STUDENT ORIENTATION OBJECTIVES CHECKLIST

INSTRUCTIONS: Keep this checklist with you during student orientation. Check the box [√] for each part of the objective as you complete it. When you complete an objective, take all supporting evidence to your LC for verification. When you have completed all objectives, attach the Student Project Plan and Student Project Summary Report for your mini-project to this checklist and submit it to your LC for credit. Successful completion of orientation objectives is worth 5 EBCE credits. You may request credit as early as the end of the third week of school, but no later than the end of the sixth week.

OBJECTIVES

1. COMPLETE LONG TERM PLANNING ACTIVITIES:

   [ ] *Complete a Long Term Plan including (3.10):**

   - *Identify: course units and EBCE requirements needed for graduation, subject areas needed for post-high school plans, career areas to explore, and issues or subjects to explore (3.1).*
   - *Identify semester goals you hope to achieve in the coming semester (3.2).*

   [ ] *Complete a Physical Education Plan (3.10).*

VERIFICATION: *LC*	*Date*

2. DEMONSTRATE YOUR ABILITY TO LOCATE RESOURCES, PLAN AND CARRY OUT RESOURCE ORIENTATIONS, AND REPORT WHAT YOU LEARNED:

   [ ] *Complete a Project Sketch including the following (3.10):*

   - *Identify a career of interest for resource Orientations.*
   - *List questions you wish to ask during the resource Orientations or subsequent activities.*
   - *List Resource Persons and Resource Organizations you plan to visit to find out more about this career (3.4).*

   [ ] *Make an appointment with a resource on the telephone and keep it.*

   [ ] *Summarize, in writing, the following information about a career (3.6):*

   - *How you qualify for entry and advancement.*
   - *Possible ways to enter and advance.*
   - *Working conditions such as physical environment, social milieu, hours of work, and effect on lifestyle.*
   - *Monetary, psychological, and other rewards associated with the job.*
   - *Current and projected demand in the field.*
   - *What you like and dislike about the career and why.*

VERIFICATION: *LC*	*Date*

* *Numbers in parentheses refer to objectives in the Orientation handbook.*

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STUDENT ORIENTATION OBJECTIVES CHECKLIST	*Page 2 of 2*

3. DEMONSTRATE YOUR ABILITY TO PLAN AND COMPLETE PROJECTS:

[ ] *Complete a Student Project Plan for a mini-project on which you accomplish the following (3.8, 3.10):*

- *State a theme for the project.*
- *State at least one basic skills activity.*
- *State at least one goal each related to career development and life skills.*
- *List the things you will do to complete the project including at least one product. (This could be an essay or a Career Orientation Guide you completed for Objective 2.)*
- *Indicate who will evaluate your project.*
- *State a due date for the project.*

[ ] *Complete the mini-project by the stated due date and fill out a Project Summary Report (3.8, 3.10).*

VERIFICATION: *LC* *Date*

4. DEMONSTRATE YOUR WILLINGNESS TO PARTICIPATE IN THE EBCE PROGRAM:

[ ] *Attend all advisory group workshops during orientation.*

[ ] *Complete all initial assessment tests and forms.*

[ ] *Properly complete a Weekly Activity Schedule (3.10).*

[ ] *Properly complete a Student Activity Report (3.10).*

VERIFICATION: *LC* *Date*

DATE SUBMITTED FOR CREDIT _____

CREDIT APPROVAL: *LC* _____ *Date* _____

EBCE Credits _____ *Subject* _____

QUALITY ASSESSMENT: [ ] *Outstanding* [ ] *Very good* [ ] *Acceptable* [ ] *Needs work*

REMARKS: _____

_____

_____

_____

_____

_____

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Item 25

Experience-Based Career Education	RESOURCE CONTACT REPORT - STUDENT ASSESSMENT

NAME OF RESOURCE _____ [ ]RP [ ]RO [ ]CR

ORGANIZATION _____ PHONE _____

CONTACT MADE BY _____ DATE _____

CHECK ONE: [ ] Personal visit [ ] Telephone call [ ] Resource visit to school

NAME OF STUDENT _____

LEVEL OF INVOLVEMENT: [ ] Orientation [ ] Exploration [ ] Investigation

Number of visits made by student _____

Average length of these visits _____

1. Has the student discussed his or her project goals with the resource? [ ]Yes [ ]No
2. Has the student shown the resource his or her project plan? [ ]Yes [ ]No
3. How does the resource evaluate the student's planning, preparation, and performance?

   _____

   _____

   Why? _____

   _____
4. Has the student asked the resource to evaluate his or her work? [ ]Yes [ ]No
5. Is the resource willing and able to evaluate the student's work? [ ]Yes [ ]No
6. Are the student's goals realistic for the types of activities he or she engages in with the resource? [ ]Yes [ ]No (If not, please explain) _____

   _____

   _____

   _____

   _____
7. What recommendations would the resource like to make at this time, if any? _____

   _____

   _____
8. What help, if any, would the resource like from EBCE staff? _____

   _____

   _____

   _____

   _____

   _____

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RESOURCE CONTACT REPORT - STUDENT ASSESSMENT	Page 2

9. Learning Coordinator's Comments: (Describe what you think the student is learning, problems that need attention, strategies you and the resource agree upon for working with the student, or other pertinent information.)

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Item 26

Experience-Based Career Education	PROGRESS REPORT *(for Supplementary Learning Activities)*

This form is to be completed by the Skills Specialist, Tutor, or Workshop Leader to report student progress monthly, or more frequently, as necessary.

STUDENT	DATE	PROGRESS REPORT NO.
LC	SUBJECT AREA	
PREPARED BY	POSITION	

1. WHAT ACTIVITIES HAVE YOU AND THE STUDENT ENGAGED IN DURING THE PAST FOUR WEEKS? WHICH OBJECTIVES WERE YOU TRYING TO ACCOMPLISH?

_____

_____

_____

2. RECORD ANY CHANGES IN DECISIONS MADE (E.G., DIAGNOSIS, OBJECTIVES, STANDARDS) AS STATED ON THE DIAGNOSIS AND PLAN OR WORKSHOP DESCRIPTION.

_____

_____

_____

3. DESCRIBE THE STUDENT'S PROGRESS WITH REFERENCE TO STATED OBJECTIVES.

_____

_____

_____

4. DESCRIBE THE STUDENT'S EFFORT TOWARD THESE STUDIES:

[ ] *little effort* [ ] *steady effort* [ ] *outstanding effort*

COMMENTS: _____

_____

5. INDICATE THE STUDENT'S ATTENDANCE:

*a. How many scheduled meetings did you have with the student?*_____

*b. How many appointments did the student keep?*_____

*c. Did the student let you know when he or she could not attend?*_____

6. WHAT ADDITIONAL COMMENTS DO YOU HAVE ABOUT THE STUDENT'S WORK?

_____

_____

_____

_____

_____

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Experience-Based Career Education	PROGRESS MONITORING WORKSHEET

Student LC

Page of

AS OF DATE	OBSERVATIONS/INDICATORS	ASSESSMENT/CONCLUSION	DECISION - ACTION TAKEN (if any)

Refer to Progress Monitoring Worksheet Categories on reverse side.

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Item 27

Progress Monitoring Worksheet Categories

Career Development

Self-Development

- Knowledge of interests, abilities and values; recognition that these may change.
- Self-reliance: ability to function responsibly and independently.

Career Decision-Making and Planning

- Attitude toward planning.
- Status in planning.
- Ability to apply principles of informed decision making.

Career Awareness

- Ability to locate and use career information.
- Breadth and depth of awareness.

Career Entrance Skills

- Knowledge of job finding or school entrance steps and techniques.
- Acquisition of specific entry skills and experience related to goals.

Life Skills

Interpersonal Skills

- Confidence and skills in dealing with others.
- Participation in groups.
- Handling of conflict situations.
- Conduct in cooperative endeavors.

Problem-Solving Skills

- Ability to identify/clarify problems.
- Use variety of sources and techniques of gathering data.
- Approach to problems.

Decision-Making Skills

- Recognizes decisions that need to be made.
- Approach to decisions.
- Understands kinds of information needed.
- Uses principles of informed decision-making.
- Accepts responsibility for own decisions.

Inquiry Skills

- Process of questioning.
- Critical thinking.
- Application of skills to new problems/situations.
- Cognitive level of thinking

Basic Skills

Communications Skills

- Ability to communicate effectively in variety of situations.
- Ability to listen effectively.

Writing Skills

- Ability to communicate in writing.
- Technical competence.
- Ability to use different styles/formats appropriate to purpose

Reading Skills

- Functional literacy.
- Comprehension/interpretation.
- Amount/variety of reading.

Quantitative Skills

- Application and problem solving in everyday situations.
- Comprehension of quantitative information.

Item 29

Experience-Based Career Education	CAREER ENTRANCE SKILLS CHECKLIST

STUDENT _____ LC _____

This checklist is an optional instrument for you to use when monitoring student progress in the areas listed below. Enter the name of the staff member or resource who verified the student's competence and the date of the performance evaluation.

CAREER ENTRANCE SKILLS	VERIFIED BY	DATE
The student has satisfactorily:		
1. obtained and evaluated information about current job openings, training or educational opportunities, and entry requirements.		
2. completed applications for employment or for admission to post-high school educational institutions.		
3. completed a real or simulated job or school admissions interview.		
4. written letters of inquiry or application.		
5. prepared a resume.		
6. acquired job-entry skills or experience in a chosen career field.		

Learning Coordinator's Comments:

_____

_____

_____

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_____

Date

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Item 30

Experience-Based Career Education	STUDENT PROGRAM CHECKLIST

This checklist serves as a reference for reviewing a student's overall program and participation in EBCE. The Learning Coordinator may also use the checklist to bring problems to the attention of the EBCE Program Director.

STUDENT _____ LC _____ DATE _____

	YES	NO
1. Does the student's program provide for pursuit of individual interests?		
2. Is the student making progress toward refining his/her long-term goals and plans?		
3. Is the student spending 50% of his/her time in project activities, including at least 30% of his/her time with RPs and ROs?		
4. Is the student working toward at least 25 EBCE credits this term?		
5. Is the student making satisfactory progress toward meeting graduation requirements he/she has planned to meet this term?		
6. Is the student enrolled in an external course? How many? _____		
7. Have all of the student's Project Plans been approved?		
8. Is the student working actively on all of his/her projects?		
9. Has a Diagnosis and Plan or other appropriate planning form been completed and approved for each of the student's supplementary learning activities?		
10. Is the student making satisfactory progress in supplementary learning activities?		
11. Has credit been assigned for projects or other work completed so far?		
12. Does the student's total set of project goals and indicators include some higher level cognitive objectives (beyond recall, comprehension levels)?		
13. Does the student regularly attend required advisory group meetings?		
14. Does the student regularly attend required project seminar meetings?		
15. Does the student complete required program forms and reports?		
16. Does the student keep his/her appointments and commitments to Resource Persons and Organizations?		
17. Does the student meet his/her own deadlines for projects and products?		
18. Has the student met EBCE minimum requirements in the following areas? (If not, what is being done?)		
Reading		
Writing		
Oral Communications		
Quantitative Skills		
Career Awareness		
Decision-Making		

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STUDENT PROGRAM CHECKLIST				Page 2 of 2
		YES	NO	DON'T KNOW
18. Is the student expanding his/her knowledge and skills in the core curriculum areas? (If not, comment below. If you don't know, confer with the student to learn his or her own assessment in these areas.)				
BASIC SKILLS	Reading			
	Writing			
	Oral Communications			
	Quantitative Skills			
LIFE SKILLS	Interpersonal Skills			
	Problem-Solving			
	Decision-Making			
	Inquiry Skills			
CAREER DEVELOPMENT	Career Awareness			
	Self-Development			
	Career Decision-Making and Planning			
	Career Entrance Skills			

19. Is this student's participation in the program satisfactory to you: [ ]Yes [ ]No (If yes, in spite of several negative answers above, give rationale. If not, what action do you recommend?)

_____

_____

_____

_____

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_____

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Item 31

Experience-Based Career Education	PROJECT SUMMARY REPORT	*Page 1 of 3*

Student _____ L.C. _____

Project Title _____ No. ____ Package _____

SECTION I. What resources did you use? (Summarize information from Activity Reports)

NAME OF RESOURCE *(If you list an RP, include the company or organization)*	TYPE			LEVEL			HOURS SPENT
	RP	*RO*	*CR*	*O*	*E*	*I*	

SECTION II. Besides visiting resources, what other research did you do?

RESEARCH ACTIVITY *(Give description if not included above)*	HOURS SPENT

SECTION III. What products did you produce? List each product which you have completed and the person who will evaluate the product. (See Section B of Student Activity Reports for hours spent)

PRODUCT DESCRIPTION	HOURS SPENT	EVALUATOR

TOTAL HOURS SPENT VISITING RESOURCES *(Enter total from SECTION I)*	
TOTAL HOURS SPENT ON OTHER RESEARCH *(Enter total from SECTION II)*	
TOTAL HOURS SPENT PRODUCING PRODUCTS *(Enter total from SECTION III)*	
TOTAL HOURS SPENT ON THIS PROJECT	

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PROJECT SUMMARY REPORT - PROJECT EVALUATION	Page 2 of 3

Instructions to Student: Complete the student evaluation section below, summarizing what you have learned through this project and whether you are satisfied with the quality of your work. Be as specific as you can in the space provided. Then give the form to your Learning Coordinator and arrange a date for formal credit assignment.

AREAS TO BE EVALUATED	STUDENT'S EVALUATION	LC'S COMMENTS
Did you accomplish your goals to your satisfaction? State specifically what you did and did not accomplish, and why. (Refer to your goal numbers)		
Did other significant learning take place? State other subject matter, issues, and skills that you learned. Who can verify this learning?		
What career fields and jobs did you explore? Did you learn what you needed to know about them?		

STUDENT PROJECT SUMMARY REPORT - PROJECT EVALUATION		Page 3 of 3
AREAS TO BE EVALUATED	STUDENT'S EVALUATION	LC'S COMMENTS
Did you improve some of your basic skills through this project? Which ones (reading, writing, oral communications, math)? How?		
How do you assess the quality of your work?	[ ] Outstanding [ ] Very Good [ ] Acceptable [ ] Needs Work	[ ] Outstanding [ ] Very Good [ ] Acceptable [ ] Needs Work
How much credit should you receive? In what subjects?		Comments:

CREDIT ASSIGNMENT

Subject	Credits	Quality of Work

I have reviewed the student's work and determined that the student should receive credit for the subject(s) and amounts indicated.

APPROVED: _____ Date _____

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Item 32

Experience-Based Career Education	SUMMARY PROGRESS REPORT *(for Supplementary Learning Activities)*

This form is to be completed by the Skills Specialist, Tutor, or Workshop Leader.

STUDENT LC DATE

PREPARED BY POSITION SUBJECT AREA

1. WHAT RESOURCES WERE USED?

   [ ] *Workshop: Title*_____ *Leader*_____

   [ ] *Independent study using programmed instructional or standard textbook materials*

   *Title:*_____

   [ ] *Tutoring by:* [ ] *Skills Specialist* [ ] *Peer* [ ] *Volunteer* [ ] *Paid Tutor*

   [ ] *Other (specify)*_____

   [ ] *In combination with project: Title*_____

2. TOTAL NUMBER OF MEETINGS STUDENT ATTENDED:_____ AVERAGE LENGTH OF EACH:_____

   APPROXIMATE TIME SPENT IN RELATED STUDY: *(estimate in hours)* _____ _____

3. SUMMARIZE THE STUDENT'S PROGRESS WITH REFERENCE TO DIAGNOSED NEEDS AND STATED OBJECTIVES._____

4. HOW WAS STUDENT PROGRESS ASSESSED? *(tests, oral quizzes, etc.)*_____

5. TO WHAT EXTENT DID THE STUDENT MEET THE PERFORMANCE STANDARDS SET?

6. OTHER COMMENTS ON STUDENT'S WORK: *(Use additional page if necessary.)*

7. INDICATE THE CREDIT YOU THINK THE STUDENT SHOULD RECEIVE FOR THIS ACTIVITY:

   _____ *credits in* _____ *subject area*

8. QUALITY ASSESSMENT: [ ] *Outstanding* [ ] *Very Good* [ ] *Acceptable*

9.

CREDIT ASSIGNMENT	EBCE CREDITS	SUBJECT
RECOMMENDED - *Skills Specialist* _____ _____ *Signature* *Date*		
APPROVED - *Learning Coordinator* _____ _____ *Signature* *Date*		

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Item 33

Experience-Based Career Education	CREDIT ASSIGNMENT SUMMARY
STUDENT	GRADE LEVEL LC
REPORT FOR THE	TERM: *From* *to*
TOTAL UNITS EARNED THIS TERM	DATE

CREDIT DISTRIBUTION

PROJECTS COMPLETED *(list by title)*	SUBJECT AREA(S)	UNITS	QUALITY OF WORK
SUPPLEMENTARY LEARNING ACTIVITIES COMPLETED *(list by title)*			
	TOTAL UNITS ASSIGNED		

APPROVED	DATE

STAFF COMMENTS *(Use reverse side if necessary)*

*Signature*_____ *Date*_____

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